DOCUMENT RESUME

ED 098 655 80 EA 006 492

AUTHOR	Hawthorne, Phyllis
TITLE	Annotated Bibliography of the State Educational Accountability Repository. Revised. Report No. 1.
INSTITUTION	Colorado State Dept. of Education, Denver. Cooperative Accountability Project.; Wisconsin State Dept. of Public Instruction, Madison. Div. for Management and Planning Services.
SPONS AGENCY	Bureau of Elementary and Secondary Education (DHEW/OE), Washington, D.C. Div. of State Agency Cooperation.
PUB DATE	Aug 74
NOTE	166p.; Related documents are ED 069 048 and ED 082 307
AVAILABLE FROM	State Educational Accountability Repository, Wisconsin Department of Public Instruction, 126 Langdon Street, Madison, Wisconsin 53702
EDRS PRICE	MF-$0.75 HC-$7.80 PLUS POSTAGE
DESCRIPTORS	Accreditation (Institutions); *Annotated Bibliographies; *Educational Accountability; *Educational Assessment; Educational Legislation; Management Systems; Measurement; Performance Criteria; Personnel Evaluation; *State Legislation; *State Programs
IDENTIFIERS	CAP; *Cooperative Accountability Project; Elementary Secondary Education Act Title V; ESEA Title V; Performance Based School Accreditation

ABSTRACT

This is the third Bibliography of the State Educational Accountability Repository (SEAR) published under the sponsorship of the Cooperative Accountability Project administered by the State of Colorado. SEAR is a collection of more than 800 State education agency reports and articles concerning accountability practices and procedures. The contents of these reports fall under five major topics: Statewide measurement programs, modern management systems, personnel evaluation, performance-based school accreditation, and accountability legislation. This bibliography lists the SEAR documents by State, provides a short annotation for each document, and arranges the documents under a series of topical headings. State agency representatives and their addresses are included on the page introducing each State's reports; these individuals can be contacted for copies of available documents. (Author/JF)

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Prepared by

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Division for Management and Planning Services
Wisconsin Department of Public Instruction

Report No. 1

Cooperative Accountability Project

Denver, Colorado

Revised August 1974

EA 006 492

Bulletin No./5029

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CAP is a seven-state, 39-month project initiated in April, 1972, and financed by funds provided under the Elementary and Secondary Education Act of 1965 (Public Law 89-10, Title V, Section 505, as amended) with Colorado as the administering state.

The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education, and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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PREFACE

This report is the third ***Bibliography of the State Educational Accountability Repository (SEAR)*** published under the sponsorship of the Cooperative Accountability Project administered by the State of Colorado. SEAR is a collection of more than 800 state education agency reports and articles concerning accountability practices and procedures. The contents of these reports fall under five major topics: statewide measurement programs, modern management systems, personnel evaluation, performance-based school accreditation, and accountability legislation.

Several reports have been prepared for the Cooperative Accountability Project by the State of Wisconsin, one of the seven member states in the Project, from the contents of SEAR and numerous contacts with state education agency representatives. SEAR also serves as a central source of accountability materials and information for other states and interested persons. An information service is provided to a growing mailing list of approximately 1,700 individuals who are representative of state and national professional education associations, state and local boards of education, school administrators and teachers, students, and state legislators. Visitors are welcome to drop in any time to look through the documents in the Repository, which is located in Room 223 of the Department of Public Instruction, 126 Langdon Stree., Madison, Wisconsin.

The 1974 updated Bibliography lists the SEAR documents in alphabetical order by state. This edition also provides a short annotation of each document and arranges them under a series of specific topical headings or categories. These topical headings are presented separately on page iii.

In the process of annotating the documents for the SEAR Bibliography, a number of items were eliminated for the 1974 edition. Several were drafts of reports that were later finalized, and some were reports of early Title III needs assessments that evolved into statewide assessment programs with more distinctive approaches to accountability. Others were outdated and replaced with new documents; a few were omitted because they were not applicable to accountability.

All publications noted by an asterisk (*) have been submitted to ERIC for processing. ERIC ED numbers are provided for those publications accepted by ERIC. An Appendix reproduces a Directory of ERIC Microfiche locations across the country.

State agency representatives and their addresses are included on the first page introducing each state's reports; these individuals can be contacted for copies of available documents. SEAR wishes to express appreciation to these representatives and to many others who have contributed regularly to SEAR for the past two and one-half years.

Phyllis Hawthorne
James H. Gold

STATE EDUCATIONAL ACCOUNTABILITY REPOSITORY (SEAR)
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Topical Headings Used for Documents in SEAR Bibliography

Accountability Systems: Models

Assessment and Evaluation

Bibliographies

Comprehensive Planning

Cost Effectiveness; Cost Analysis

Dissemination Methods

Educational Goals

Financial Reporting Manuals

Legislation and/or School Codes

MBO (management by objectives)

MIS (management information system)

Performance Contracting

Performance Indicators, Variables, Correlates

Performance Objectives — development of

Performance Objectives — lists of

Personnel Evaluation

PPBS (program planning and budgeting system)

Program Auditing

Questionnaires (pupil, teacher, principal, school administrator, citizen opinion)

Sampling Procedures

School Accreditation

State Board, Department of Education Policies

State Testing Programs

Test Instruments — copies of

Test Instruments — development of

ALABAMA

State Agency Representatives

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Montgomery, Alabama 36104

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Assessment and Evaluation

A Study of Educational Needs in Alabama Schools. Montgomery, AL: Department of Education. April 1969. 168 p.

Title III needs assessment to provide information relative to educational needs and to serve as a guide for local school systems in developing Title III projects. Contains organizational structure and professional personnel data; analysis of student performance; teaching practices and special services, opinion surveys of students, citizens and professional personnel; and socioeconomic data.

Assessment of Educational Needs in Alabama Schools. Montgomery, AL: Department of Education. September 1971. 151 p.

Title I and III needs assessment to serve as a guide to local education agencies interested in further study of their educational needs and as a guide for identifying the most pressing educational needs in the state. Summarizes results of the 1968-69 and 1969-70 needs assessments and encompasses new dimensions of study for the 1970-71 assessment. Explains design of the assessment; processing, presentation, and analysis of the 1970-71 assessment data; and supplementary instruments used.

Management Audit of Selected Alabama Local School Systems. Atlanta, GA: Griffenhagen-Kroeger, Inc. Prepared for Alabama Education Study Commission. April 1973. 70 p.

A study of local school system management practices performed by public management consultants based upon detailed information obtained from administrative personnel and observations of several Alabama school systems. Summarizes conclusions and recommendations; includes questionnaires used.

Inventory of Alabama Local School Systems. Montgomery, AL: Alabama Education Study Commission. COPYRIGHT, 1973. Report #3, second printing, July 1973. 65 p.

Contains organization and administration of Alabama local school systems, community support, budgeting and finance, curriculum and instruction, staffing, student performance, and facilities data.

Organization and Management in Local School Systems. Montgomery, AL: Alabama Education Study Commission. COPYRIGHT, 1973. Report #4, April 1973. 137 p.

Organization, management, and administration of local school systems in Alabama.

Community Support in Local School Systems. Montgomery, AL: Alabama Education Study Commission. COPYRIGHT, 1973. Report #5, April 1973. 139 p.

Defines and identifies community support of local school systems in Alabama, including both community-school relations and financial support.

Budgeting and Finance in Local School Systems. Montgomery, AL: Alabama Education Study Commission. COPYRIGHT, 1973. Report #6, April 1973. 135 p.

An analysis of how the school systems in Alabama develop a budget, purchase supplies, and account for income and expenditures.

Curriculum and Instruction in Local School Systems. Montgomery, AL: Alabama Education Study Commission. COPYRIGHT, 1973. Report #7, April 1973. 138 p.

Describes the organizational patterns, goals and objectives, curriculum development variations, and instructional programs of each of the local school systems in Alabama.

Staff Capabilities in Local School Systems. Montgomery, AL: Alabama Education Study Commission. COPYRIGHT, 1973. Report #8, April 1973. 139 p.

Basic objective data collected about personnel in each local school system, including teachers, administrators, supervisors, and auxiliary personnel.

Student Performance in Local School Systems. Montgomery, AL: Alabama Education Study Commission. COPYRIGHT, 1973. Report #9, April 1973. 137 p.

Inventory of student achievement based on tests administered to all 4th, 8th, and 11th grades in language, mathematics, and reading. Achievement test results from 1971-72 testing program reported in terms of per cent of expectancy. Grade level expectancy developed by regression analysis of socioeconomic and demographic characteristics of each school system as correlated with test scores. Scores also compared to national norms.

Facilities and Equipment in Local School Systems. Montgomery, AL: Alabama Education Study Commission. COPYRIGHT, 1973. Report #10, April 1973. 135 p.

Report of the facilities of the 125 school systems in Alabama.

An Assessment of Business Needs From Alabama High Schools. Montgomery, AL: Diebold Group, Inc. for Alabama Education Study Commission. COPYRIGHT, 1973. May 1973. 75 p.

Report of business needs of Alabama high schools. Presents what is now being done and what the management consultant group feels should be done for better preparation of high school students to meet the needs of business.

Whetstone, B.D. ***Projecting Average Grade Placement in Language, Math, and Reading Achievement in Local School Systems in Alabama.*** Prepared for Alabama Education Study Commission. Montgomery, AL: August 1973. 24 p.

Describes the method used to report student achievement in reading, mathematics, and language at three grade levels, and takes into account the socioeconomic factors that seem to affect achievement test results in order to clarify the interpretation of test results.

Conclusions and Recommendations. Montgomery, AL: Alabama Education Study Commission. COPYRIGHT, 1973. Report #13, April 1973. 14 p.

Conclusions and recommendations of the Alabama Education Study Commission concerning the series of reports conducted by the Commission and two management consulting firms for the purpose of improving the quality of education in Alabama's public schools.

Educational Goals

Proposed Conferences to Determine Public Priorities for Education Goals in Alabama. Montgomery, AL: Department of Education. Draft Copy, 1971. 4 p.

Outline of proposed conference to determine learner outcome goals sponsored by the Department of Education and Alabama Education Study Commission. Includes participants, meeting dates, locations.

Goals and Goal Priorities — Report #2. "Achieving Educational Excellence in Alabama." Montgomery, AL: The Alabama Education Study Commission. June 1972. 36 p.

Describes series of statewide learner outcome goals conferences coordinated by Department of Education and Alabama Education Study Commission to develop educational goals and broad objectives. Listed in priority order. Mainly concerned with the goals and objectives arrived at by the Study Commission through the Delphi Technique following the first goals conference. The Department of Education took another approach by refining the instrument and using a random sample of students, parents, and teachers throughout the state.

Educational Goals for Alabama Schools. Montgomery, AL: Department of Education. September 1972. 83 p.

Contains results of goals study and sampling method used by the Department of Education to develop the goals. Lists learner outcome goals and broad objectives in priority order. Contains goals questionnaires used in the study.

Alabama State Department of Education Mission, Continuing Objectives. Montgomery, AL: Department of Education. Revised October 1971. 1 p.

Statement of mission and continuing objectives of State Department of Education used as a basis for program planning.

Program Auditing

Educational Program Audit Handbook. Preliminary edition developed for Alabama State Department of Education Workshop. Montgomery, AL: Department of Education. May 1971. 181 p.

A discussion of the accountability concept and a detailed explanation of the educational program auditing concept. Explains the role and relationships of U.S.O.E. and state agencies, reporting procedures and requirements, technical auditing procedures, contractual and financial considerations, ethical considerations, and relationship between management services and the educational program auditor. Appendices contain an audit plan, list of sources for measurable objectives, an audit contract check list, and a bibliography.

*Sent to ERIC.

ALASKA

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Assessment and Evaluation

Nome-Beltz Needs Assessment. Juneau, AK: Department of Education. March 1970. 55 p.

Provides information needed for formulation of educational goals and specifications for the proposed new regional Nome-Beltz complex, a regional boarding school complex for serving residents of rural Alaska in or near their home communities. Students, parents, teachers, employers surveyed.

Educational Goals

Directions 70's — An Assessment of Educational Needs in Alaska. Juneau, AK: Department of Education. August 1970. 83 p.

Summarizes the process-oriented educational goals defined for Alaska, cites justification for selection of the goals, and provides statements of action taken or planned to meet the goals. Several objectives listed under each of the goals designed to meet the educational needs.

Legislation

Chapter No. 188, 1970. Juneau, AK: Alaska State Legislature. July 1, 1970. 6 p.

Executive budget act enacted in 1970 to develop a PPBS for all state agencies in Alaska, including the Department of Education.

PPBS (program planning and budgeting system)

Proposed Program Management Design for Alaska Department of Education. (Second Draft) Juneau, AK: Department of Education. January 17, 1972. 17 p.

A proposed PPBS design for the Alaska Department of Education.

FY 1973 Program Performance Reporting. (Department of Administration Directive.) Juneau, AK: Department of Education. May 5, 1972. 15 p.

A directive from the Department of Administration to all state agencies in Alaska for implementing FY 1973 program performance reporting procedures, one of the steps in the three-year program to improve Alaska's budget process by installing a PPBS.

Program Budgeting (Department of Administration directive). Juneau, AK: Department of Education. October 12, 1972. 5 p.

Explains purpose behind program budgeting and the goals of the PPBS program the Department of Administration is installing for all state agencies.

State PPBS and the Potential Effect on LEA's and Learners: Negative or Positive? Juneau, AK: Department of Education. September 8, 1972. 46 p.

An analysis of the Alaska PPBS and the potential effect on LEA's and learners. Discusses accreditation by plan accountability, statewide testing, local learner needs assessments. A technical description of the statewide testing model is provided. A tentative document that has not been approved.

Educational Management Based on Learner Needs: A Synopsis of a Process Designed to Foster Effective Change. Juneau, AK: Department of Education. No date. 2 p.

Summary of the State PPBS and the potential effect on LEA's and learners.

MBO (management by objectives)

User Based Planning. Juneau, AK: Department of Education. No date. 57 p.

A planning manual used to train LEA personnel in problem definition, strategy selection and design, and evaluation as a first step in implementing management by objectives at the local level.

State Board, Department of Education policies

Alaska State Board of Education Directive Re: Statewide Testing. Juneau, AK: Department of Education. July 1972. 1 p.

A State Board of Education directive that student testing and assessment efforts be focused in the area of criterion-referenced and prescriptive tests and to avoid use of standardized achievement test when possible.

ARIZONA

State Agency Representatives

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Legislation

Chapter 2, 1972 (House Bill 2102). Phoenix, AZ: Arizona State Legislature. 2 p.
Legislative act enacted in February, 1972 for the development of a system of cost accounting to be used by all the public schools in Arizona.

Chapter 168 (Senate Bill 1294). Phoenix, AZ: Arizona State Legislature. 3 p.
Legislative act enacted in May, 1972 requiring the State Board of Education to implement an evaluation system of pupil achievement based upon measurable performance objectives in basic subjects by 1975, and to prescribe a uniform system of records and accounting.

Chapter 95, 1973 (Senate Bill 1206). Phoenix, AZ: Arizona State Legislature. 2p.
Legislative act enacted in May 1973 amending the third-grade state testing program in reading. Requires an annual, standardized, statewide reading achievement test with the testing date changed from the last week in January to the first week in October. Specifies a copy of the results shall be sent to the district 10 days before release of the results elsewhere.

Chapter 38, 1974 (House Bill 2261). Phoenix, AZ: Arizona State Legislature. 1 p.
Extends their standardized reading achievement test given annually to all third-grade pupils to standardized mathematics achievement test to be given to all fifth-grade pupils.

Chapter 60, 1974 (House Bill 2064). Phoenix, AZ: Arizona State Legislature. 5 p.
Provides for a system of assessment and evaluation of performance of certificated teachers in each school district.

State Testing Programs

****1970-71 Third Grade Reading Test.*** Phoenix, AZ: Department of Education, June 1971. 36 p.
Results of 1970-71 standardized third grade reading achievement test required by law annually. Correlated with independent variables.

****1971-72 Third Grade Reading Test.*** Phoenix, AZ: Department of Education. April 1972. 24 p.
Results of 1971-72 standardized third grade reading achievement test required by law annually. Results correlated with independent variables.

1972-73 Third Grade Reading Test (Achievement Test Result Report). Phoenix, AZ: Department of Education. March 1973. 42 p.

Results of 1972-73 standardized third grade reading achievement test required by law annually. Results correlated with independent variables.

****Reading Achievement Test Report, 1973-74.*** Phoenix, AZ: Department of Education. 1974. 25 p.

Results of 1973-74 standardized third grade reading achievement test required by law annually. Test was changed from the Metropolitan Achievement Test, Primary II used the previous three years to the 1973 Stanford Reading Achievement Test, Primary II. Correlation with independent variables performed.

Educational Goals

Arizona Needs Assessment Program: A Report on Phase I. Tucson, AZ: EPIC Diversified Systems Corporation. 1971. 210 p.

Data collected from various populations served by public education which relate to the establishment of priorities with respect to the learner outcome goals presently being emphasized in the Arizona schools. Contains development and validation of goal-ranking instrument; establishment of a sample; data collection procedures and results as expressed by students, parents, lay citizens, the educational community and the business community. Goals adopted by Department of Education, but not formally by State Board at this time. Goal-ranking instrument included.

Report to the Governor. Phoenix, AZ: Department of Education. June 30, 1972. 38 p.

Gives process goals and institutional goals and an accounting of the Department of Education's attainments in each of the goal areas during the past fiscal year (1971-72).

Report to the Governor. Phoenix, AZ: Department of Education. June 30, 1973. 49 p.

Presents process goals and institutional goals and the attainments of the Department of Education during the fiscal year 1972-73. Lists new subgoals for 1974.

Assessment and Evaluation

An Assessment of the Educational Needs of Indian Students in the State of Arizona. Seattle, WA: Consulting Services Corporation, 1602 Tower Building. December 1969. 64 p.

A Title III needs assessment of the Indian population in three different sections of the state.

Parmee, Edward A. ***Summary Report of the Indian Needs Assessment Conference.*** University of Arizona. March 19, 1970. Sponsored by Arizona Department of Education. 43 p.

An evaluation and summary of the Title III needs assessment of the Indian population in the State of Arizona.

****Educational Needs Assessment Program for Arizona (NEAPA).*** Phoenix, AZ: Department of Education. January 1973. (Achievement Test Result Report.) 149 p.

Identifies student achievement at the end of their elementary school experience in the basic subject areas of reading, writing, and arithmetic during the 1971-72 school year. Norm-referenced tests used.

A Pilot Mathematics Assessment of Arizona Sixth-Grade Students. Phoenix, AZ: Department of Education. January 1974. 12 p. ERIC ED 088 710.

A pilot program to provide information regarding the utility of a criterion-referenced test, the McGraw-Hill Prescriptive Mathematics Inventory (PMI-Aqua Level). Gives results and also lists objectives to be attained and the corresponding test items used.

Test Instruments — development of

Vicino, Frank L. ***Evaluation Team Workbook (CCD).*** Mesa, AZ: Mesa Public Schools. January 1973. 37 p.

This workbook describes the procedures for developing criterion-referenced test instruments and constructing items around specific performance objectives to be used as a basic text in training a team of district teachers. Basic materials and guides used during the training of the team also are included.

DeGracie, James S. ***Method of Item Analysis for Criterion-Referenced Tests.*** Mesa, AZ: Mesa Public Schools. February 1973. 8 p.

Explains an item analysis procedure that can be used in determining the validity of criterion-referenced test items which have been developed to measure a student's comprehension of material needed to satisfy a given performance objective.

State Board Department of Education Policies

***Policy of the State Board of Education on Reading.** Phoenix, AZ: Department of Education. July 26, 1971. 2 p.

Policy of State Board regarding promotion from first grade based upon predetermined performance objectives in reading established by the local district; special instruction in reading; and a statewide program of inservice training for teaching reading in the public schools.

Performance Objectives — lists of

Reading Performance Objectives: A Model. Phoenix, AZ: Department of Education. July 1972. 23 p.

A guide to school administrators for developing performance objectives in reading at the ninth grade equivalency. Cites State Board policy regarding reading and presents lists of performance objectives to be used as a model by local districts. Learner outcome objectives.

Personnel Evaluation

Teacher Recertification Policy. Phoenix, AZ: State Board of Education. October 1972. 1 p.

State Board policy on teacher recertification.

Teacher Recertification (chart). Phoenix, AZ: Department of Education. No date. 1 p.

Flow chart on teacher recertification based upon performance.

Shofstall, W.P. ***Accountability and Certification*** (fourth draft of speech) Phoenix, AZ: Department of Education. 9 p.

Address by State Superintendent regarding accountability and certification. Refutes false assumptions about the purpose of preservice certification and inservice recertification, and State Board policy stated in August, 1972 on the renewal of certificates on the basis of performance criteria.

Performance Recertification — What is it? Phoenix, AZ: Department of Education. October 1972. 4 p.

Summarizes the planning stages of State Board policy on performance recertification, as determined by a Task Force representing teachers, administrators, university, and lay people.

*Sent to ERIC.

ARKANSAS

State Agency Representatives

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Assessment and Evaluation

Assessment of Educational Needs in Arkansas, 1970-71. Little Rock, AR: Department of Education. 1971. 168 p.

Title III 1970-71 needs assessment describing planning phase, development of performance objectives. Lists performance objectives at the sixth grade level in math, reading, psychomotor, and affective domain (attitude toward self, toward peers, school, teachers, reading, and math). Also includes psychomotor skills for eleven-and twelve-year old girls and eleven-and thirteen-year old boys.

Phase II and III of Assessment of Educational Needs in Arkansas. Little Rock, AR: Department of Education. May 1971. 7 p. mimeo (part of report).

Description of plans and procedures to be taken for continuation of Title III needs assessment in Phase II and III (in draft form).

****Educational Needs Assessment, 1972.*** Little Rock, AR: Department of Education. 1973. 38 p. & appendix. ERIC ED 084 292.

An expansion of the Title III pilot needs assessment conducted during FY 1971 in cognitive (grades 3 & 8), affective (grades 8 & 11), and psychomotor domains (grades 8 and 11) in FY 1972. Reflects preliminary results of a two-year study. Pre-test scores in each of the learning domains presented and projected needs identified. Contains guidelines for administration of attitude inventory, copy of attitude inventory, and copy of physical fitness test.

Educational Needs Assessment, 1973. Little Rock, AR: Department of Education. August 1973. 55 p. & appendix.

Continuation of Title III needs assessment for FY 1973 in the cognitive, affective and psychomotor domains. Cognitive and affective domains norm-referenced; psychomotor criterion-referenced. Describes procedures used. Gives results of cognitive tests administered to 4th and 9th grades; affective tests to the 9th and 12th grades, and psychomotor tests to the 9th and 12th grades; observations and conclusions. Attitude inventory and psychomotor test provided in Appendix.

Legislation

Act 876, 1973 (House Bill 967). Little Rock, AR: Arkansas State Legislature. 1973. 56 p.

An Act enacted in 1973 that establishes a PPBS for all state agencies in Arkansas including the Department of Education.

*Sent to ERIC.

CALIFORNIA

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Legislation

A Short History of Statewide Testing Programs in California. Sacramento, CA: Department of Education. July 1971. 1 p.

A summary of state testing legislation required by two Acts, the Miller-Unruh Basic Reading Act of 1965 and the California School Testing Program of 1969.

Miller-Unruh Basic Reading Act of 1965. Sacramento, CA: California State Legislature. 13 p.

Legislation for state testing in grades 1, 2, and 3 using standardized tests to improve reading. Used for evaluation of reading programs on state and district levels, and in systems of priorities for funding.

California School Testing Act of 1969. Sacramento, CA: California State Legislature. 4 p.

Requires state testing of grades 6 and 12 using standardized tests for intelligence testing, basic skills, and physical performance tests.

Chapter 930, Assembly Bill No. 665, 1972. School testing programs. Sacramento, CA: California State Legislature. August 15, 1972. 9 p. (includes explanations of the bill).

A.B. No. 665, enacted in 1972, is a vehicle for major restructuring and improvement of California's statewide testing program. Explanations and digests of the bill are attached.

Chapter 1573. School Budget Act of 1967. Sacramento, CA: California State Legislature. 7 p.

The School Budget Act of 1967 established an Advisory Commission on School District Budgeting and Accounting, the purpose of which was to advise upon a PPBS for local school systems. The Commission's recommended PPBS manual was not adopted by the State Legislature.

Chapter 92, Assembly Concurrent Resolution No. 98, 1972. Sacramento, CA: California State Legislature. August 1, 1972. 1 p.

This Assembly Concurrent Resolution asked the State Board to withhold approval of the manual recommended by the Advisory Commission on School District Budgeting and Accounting until the Legislature could hold hearings on the subject. The result was that legislation for PPBS was not enacted although pilot programs at local district level continued.

Chapter 1188, Assembly Bill No. 2800, 1971. Sacramento, CA: California State Legislature. October 19, 1971. 19 p.

A bill enacted in October 1971 for an Educational Management and Evaluation Commission, plus 4 other commissions, to replace the Advisory Commission on School District Budgeting and Accounting. The new

Commission was to advise the State Board on a PPBS for local school systems; in the evaluation of program achievement of educational programs, and on the determination of cost effectiveness of the programs.

The Charges to the Five Commissions Pursuant to AB 2800 (memo). Sacramento, CA: Department of Education. January 14, 1972. 9 p.

This paper explains the charges of the five Commissions set up by Assembly Bill 2800 (annotated above).

Bill Analysis of Assembly Bill 2800. Sacramento, CA: Department of Education. June 23, 1971. 4 p.

An analysis of Assembly Bill No. 2800 (annotated above).

Chapter 784, Assembly Bill No. 606. Educational Improvement Act of 1969. Sacramento, CA: California State Legislature. 4 p.

Establishes an Advisory Committee on Program and Cost Effectiveness to employ cost effectiveness measures in the approval and evaluation of all projects.

Chapter 1023, Assembly Bill No. 1923. Sacramento, CA: California State Legislature. 1 p.

This bill further defines the responsibilities of the Advisory Committee on Program and Cost Effectiveness.

Assembly Concurrent Resolution No. 198, 1970. Sacramento, CA: California State Legislature. 7 p.

Establishes a joint committee on educational goals and evaluation which is to recommend to the Legislature the goals of education as developed by local educational agencies; the objectives of educational programs relating to such goals; and an evaluation program to measure the degree to which the goals and objectives are being met.

Chapter 361, Assembly Bill No. 293, 1971. Sacramento, CA: California State Legislature. 5 p.

Copy of the Stull Act enacted in July 1971 on the evaluation and assessment of certificated employees based partially upon pupil performance.

Chapter 1220, Assembly Bill No. 2999, 1971. Sacramento, CA: California State Legislature. October 21, 1971. 1 p.

A companion bill to the Stull Act that directs the State Board to develop and disseminate guidelines the local districts can use in developing certificated personnel evaluation procedures.

Chapter 1600, Assembly Bill No. 1483. "The Guaranteed Learning Achievement Act of 1971." Sacramento, CA: California State Legislature. November 22, 1971. 7 p.

The Guaranteed Learning Achievement Act of 1971 authorizes performance contracting by local school districts in California.

State Testing Programs

****Testing Program for Miller-Unruh Basic Reading Act, Grades One, Two, and Three.*** Sacramento, CA: Department of Education. 1970. 22 p.

Describes procedures for reporting pupil test scores to the Department of Education for grades 1, 2 and 3 as required by the Miller-Unruh Basic Reading Act of 1965. Provides information about reporting reading test raw scores, grade equivalent scores and months of progress. Prepared for school district personnel. Standardized testing.

****Miller-Unruh Basic Reading Program, Annual Evaluation Report, 1969-70.*** Sacramento, CA: Department of Education. 1971. 20 p.

A report of the Miller-Unruh testing program for the 1969-70 year as required by the California Legislature. Raw score changes and months of progress scores analyzed for second and third grade pupils. Cites strengths and weaknesses of the program, gives conclusions and recommendations. Standardized testing.

Preliminary Report on the Statewide Testing Programs for the 1970-71 School Year. Sacramento, CA: Department of Education. October 26, 1971. 8 p.

A preliminary report which summarizes the results of the academic aptitude and achievement tests administered statewide to pupils in grades 1, 2, 3, 6 and 12 during 1970-71, as required by the Miller-Unruh Basic Reading Act and the California School Testing Act. Achievement tests in subject areas of reading, language, spelling and arithmetic.

Testing Educationally Handicapped Pupils. Sacramento, CA: Department of Education. March 1971. 1 p.

A short summary of the plan and procedures for testing the educationally handicapped as mandated by the Miller-Unruh Basic Reading Act.

California State Testing Program 1968-69. Sacramento, CA: Department of Education. 1970. 168 p.

Presents standardized reading and academic aptitude test scores for each school district in California of tests given to grades 6 and 10 for the California State Testing Program. A second part of the report views test scores in each school district in relationship to those in districts of generally similar organization, size and IQ range. Includes educational, social, and financial data for each school district.

California School Testing Program, Grades Six and Twelve. Sacramento, CA: Department of Education. 1969. 15 p.

Explains changes enacted by the 1969 State Legislature in the state testing program and new procedures for districts to follow in implementing the program. Covers required procedures for reporting test results of grades 6 and 12.

****California State Testing Program, 1969-70.*** Sacramento, CA: Department of Education. 1972. 645 p.

Part I of this report summarizes the findings of tests given during the 1969-70 school year as part of the California State Testing Program. Part II presents the data collected and a district-by-district analysis of the test scores and other factors. Part III is a technical addition to assist school personnel in analyzing data.

****California State Testing Program, Grades One, Two, Three, Six, and Twelve, 1970-71.*** Sacramento, CA: Department of Education. 1971. 9 p.

Reports results of the standardized tests administered statewide in 1970-71 to grades 1, 2, 3, 6 and 12. Compared to publisher's norms.

California State Testing Program 1970-71. Profiles of School District Performance. Sacramento, CA: Department of Education. 1972. 590 p.

Presents results of the California mandated testing program for the school year 1970-71. Provides test scores indicating the achievement levels of pupils in grades 1, 2, 3, 6 and 12, as well as information pertaining to other operational factors for each school district. Part I provides a summary of the 1970-71 data on a statewide basis and a description of each of the variables used. Part II presents a profile of this information for each school district.

Statewide Test Results for Grades Six and Twelve for the 1971-72 School Year. (Interdepartmental memorandum) Sacramento, CA: Department of Education. April 26, 1972. 6 p.

Summarizes results of the scholastic aptitude and achievement tests administered statewide in 1971-72 school year to pupils in grades 6 and 12 in accordance with the California School Testing Act of 1969. Compared to publisher's norms.

Statewide Test Results in Reading Achievement, Grades One, Two, and Three, 1972-73. Sacramento, CA: Department of Education. 1973. 4 p.

Results of Miller-Unruh Basic Reading Act testing from 1965-66 through 1972-73 using Stanford Reading Test and Cooperative Primary Reading Test, grades 1, 2 and 3. Compared to publisher's norms.

Statewide Test Results, Grades Six and Twelve, 1972-73. Sacramento, CA: Department of Education. May 1973. 7 p.

Presents results of the California School Testing program for the 1972-73 school year of pupils in grades 6 and 12. Scholastic aptitude, spelling, reading, language, and mathematics. Compared to publisher's norms.

California State Testing Program, 1971-72 & 1972-73. Sacramento, CA: Department of Education. 1974. 565 p.

Presents results of California's mandated testing program for the school years of 1971-72 and 1972-73 on a district-by-district basis. The test scores indicate the achievement levels of pupils in grades 1, 2, 3, 6 and 12 as well as information pertaining to other operational factors or variables for each school district. Predicted scores for each district given based on social and economic characteristics, against which actual scores can be evaluated.

Assessment and Evaluation

Questions and Answers About the New California Assessment Program. Sacramento, CA: Department of Education. No date, probably 1974. 4 p.

Presents purposes and procedures of the new California assessment program and explains how it differs from previous testing programs in the state. Permits California to develop its own tests and to use a matrix sampling technique in all grades except grade 1 of test items. Pupils tested in grades 1, 2, 3, 6 and 12. Grade 1 tested on entry level skills; grades 2 and 3, reading; and grades 6 and 12 tested in reading, language, spelling and mathematics. Performance objectives to be established for each subject area, with test items developed to assess objectives.

Educational Goals

Goal: Statement of Joint Status of Joint Legislative Committee on Educational Goals and Evaluation and the Advisory Commission on School District Budgeting and Accounting. Sacramento, CA: Joint Committee on Educational Goals and Evaluation. July 12, 1972. 4 p.

A publication of the Joint Committee on Educational Goals and Evaluation that describes legislation enacted to establish the Committee, publications of the Committee concerning development of goals, and the process the Committee is using to develop the goals.

Education for the People. Sacramento, CA: Joint Committee on Educational Goals and Evaluation of the California State Legislature and the California State Department of Education. 1972. 16 p.

The Joint Committee on Educational Goals and Evaluation clarifies the task they have set for themselves and the process by which they plan to assist school districts to develop goals and objectives at the local level.

Education for the People. Volume I. Guidelines for Total Community Participation in Forming and Strengthening the Future of Public Elementary and Secondary Education in California. Sacramento, CA: California State Legislature, Joint Committee on Educational Goals and Evaluation and the California State Department of Education. 1972. 37 p.

A more detailed report by the Joint Committee on Educational Goals and Evaluation on the process for assisting local districts to determine goals, program objectives, and priorities of education. Contains guidelines for communities to follow.

The School and Community: Partners in Education. A Way to Determine Needs and Set Goals. Fresno, CA: Fresno County Department of Education. January 1972. 38 p.

The Fresno County school district's procedures for determining needs and goals.

PPBS (Program Planning and Budgeting System)

A Brief Review of the Activities of the Advisory Commission on School District Budgeting and Accounting. Sacramento, CA: Department of Education. No date. 1 p.

Reviews the activities of the Advisory Commission on School District Budgeting and Accounting concerning recommendations for a PPBS in the local school districts...called for adoption of accounting manual and a PPBS manual, but State Legislature requested withholding of adoption.

Educational Planning and Evaluation Guide for California School Districts — PPBS. (Third Preliminary Edition) Sacramento, CA: State Board Advisory Commission. May 1972. 91 p.

A description of the PPBS developed by an independent management consulting firm for the Advisory Commission on School District Budgeting and Accounting for use in California's local school districts, including guidelines for implementation. This was not adopted by the State Legislature.

Cost Effectiveness: Cost Analysis

Proposed California School Program Budgeting and Accounting Manual. (Draft) Sacramento, CA: Bureau of School Apportionments and Reports with the cooperation of the California Association of School Business Officials. April 1972. About 200 p.

Description of a uniform budgeting and accounting manual proposed for California school districts which entails program cost accounting.

Advisory Committee on Program and Cost Effectiveness. Sacramento, CA: Department of Education. No date. 1 p.

A short summary of the two reports presented to the State Board of Education by the Advisory Committee on Program and Cost Effectiveness. The first report, presented in May, 1971, defined cost effectiveness and listed five components of a cost effectiveness model. The second report, presented in March, 1972, described the Committee's attempts to develop and test the components of the model.

Program and Cost Effectiveness for Education in California. "Final Report of the Advisory Committee on Program and Cost Effectiveness as established by the Education Improvement Act (AB 606) of the California State Legislature of 1969." Sacramento, CA: March 1972. 114 p.

A summary of the work completed by the Advisory Committee since its inception in March 1970. Defines cost effectiveness and cites its potential benefits. Identifies five components or objectives deemed essential for developing methodology to determine cost effectiveness of educational programs. Describes testing of these components in the Riverside Unified School District with a program in reading and mathematics, grade 7. A two-year program involving total population of grade 7 of 370 pupils; included teachers and professional staff. Seven recommendations presented for devising a methodology that could be developed for the assessment of the cost effectiveness of educational programs.

Purl, Mabel C. & Dawson, Judith A. ***A Cost Effectiveness Study of a Program in Reading and Mathematics at the Seventh Grade Level.*** Riverside, CA: conducted for Advisory Committee on Program and Cost Effectiveness and Department of Education. 1972. 110 p.

A more detailed report of the work of the Advisory Committee on Program and Cost Effectiveness in the Riverside Unified School District that tested the components deemed necessary for cost effectiveness devised by the Committee. Several tasks remained to be carried out in the project, and the extent to which they were completed and the significance of the collected data for the development of the methodology form the basis of this report. The objectives and a description of the programs in reading and mathematics are presented. Cost data, effectiveness data, and descriptive-predictive data (measures of demographic, cognitive, other than achievement, and affective variables) were collected and the procedures for collecting, processing and analyzing the data are given. A chapter on unresolved problems and issues which arose that had not been anticipated is provided. Measurement instruments and recording forms used for data collection are provided in the appendix.

Comprehensive Planning

Education for the People, Volume 2. A Resource Book for School-Community Decision Making. Sacramento, CA: California State Legislature Joint Committee on Educational Goals and Evaluation & California State Department of Education. 1972. 320 p.

A detailed resource book for school-community decision-making prepared by the Joint Committee on Educational Goals and Evaluation. Intended to serve as a source of ideas and knowledge for school personnel and community leaders embarking on a path toward shared accountability in education. Has 7 sections and a selected bibliography. The first section contains general information articles for those beginning the goal-setting process. The second section consists of aids for organizing and running meetings that can improve understanding and consensus-building. The third section relates to educational needs and methods for identifying needs. The fourth section presents several approaches to goal-setting for comparison. The fifth section includes the use and limitations of performance evaluation, instructions for writing objectives, and a set of program objectives. The sixth section gives additional recommendations for the involvement in the goal-setting process of teachers, students, and the poor. The last section reflects the processes and products of planning as experienced by two model communities.

MBO (Management by Objectives)

Improving Instructional Programs Through Process Evaluation. Prepared by CTB/McGraw-Hill for the Office of Program Evaluation. Sacramento, CA: Department of Education. No date. 14 p.

Explains how educators can improve an instructional program while it is in progress and how to obtain information of the extent to which actual program objectives are being attained. How to report process evaluation results and use the results is described.

Personnel Evaluation

Implementation of the Stull Bill. Hayward, CA: Alameda County School Department. March 1972. 88 p.

This is a guide developed by the Alameda County School District to assist local school district personnel in fulfilling their responsibilities under the Stull Act, which calls for the evaluation of teachers based partially upon pupil performance. The Stull Bill is provided in full as well as the Education Code requirements as they apply to the law. Examples of statements of philosophy which local districts should develop are cited and also examples of district goal statements and goal indicators. Examples of educational objectives in the cognitive, affective and psychomotor domains are listed. The standards of performance common to all certificated staff, classroom teachers, special services personnel and administrators are noted. Criteria for evaluation of personnel, process and implementation of evaluation are presented. The classification of professional personnel, job titles, qualifications and major duties of each classification are provided. The Appendix contains examples of surveys, forms, instruments and a bibliography.

A Model Plan for Evaluation of Certificated Staff in the Management of Learning. Hayward, CA: Alameda County School Department. March 1972. 20 p.

This model plan for evaluation of certificated staff can be used in conjunction with the previous publication for implementing the Stull Bill. The model plan proposes that each certificated employee will develop and continuously monitor and modify an individual instructional plan. Includes forms for employee's instructional objectives, standards of performance, instructional processes, and the evaluation of his performance.

California State Board of Education Guidelines for School Districts to Use in Developing Procedures for Evaluating Certificated Personnel. Sacramento, CA: Department of Education. 1972. 11 p. ERIC ED 079 370.

With the passage of the Stull Act in 1971, each local school district is required to develop and adopt specific guidelines for evaluating the performance of certificated personnel. A companion bill, A.B. 2999, was enacted that directs the State Board of Education to develop and disseminate guidelines which school districts may use in the development of their guidelines. This report contains the purposes of the state guidelines, definitions of various terms used, and the State Board education guidelines that were developed.

*Sent to ERIC.

COLORADO

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Legislation

Chapter 123, S.41 (Article 41), Educational Accountability Act of 1971. Colorado Revised Statutes, 1963. Denver, CO: Colorado State Legislature.

A copy of Colorado's comprehensive accountability act enacted in 1971 requesting goals, performance objectives at the state and local district levels, and a means for evaluating the achievements and performance of students.

Chapter 123, S.43 (Article 43, 1971). Colorado Revised Statutes, 1963. Denver, CO: Colorado State Legislature.

Comprehensive Educational Planning Act to assist local districts in comprehensive planning by providing funds for the development of school improvement plans. Plans to include evaluation of present programs and procedure to enable pupils to meet delineated goals.

Chapter 123, S.39 (H. B. 1295, 1971). Colorado Revised Statutes, 1963. Denver, CO: Colorado State Legislature.

Allows performance contracting on a voluntary basis. Assists local school districts to carry out programs for educational achievement of students below assigned grade level in reading. Programs to be evaluated by State Board of Education.

Chapter 123, S.17, par. 17 (H. B. 1024, 1971). Colorado Revised Statutes, 1963. Denver, CO: Colorado State Legislature.

Concerned with qualification of approved inservice education programs as recertification credit. Criteria for programs to be set by State Board of Education and an evaluation plan is to be developed to determine the effect of the activities on the learning process.

Chapter 123, S.42 (H. B. 1020, 1973). Colorado Revised Statutes, 1963. Denver, CO: Colorado State Legislature.

Financial Policies and Procedures Act which repeals Article 42, 1971, the PPBES Act. Calls for program-oriented budget format which will relate anticipated costs and actual costs to designated programs. To be implemented by 1976.

Educational Goals

Educational Goals for Colorado Citizens. Denver, CO: Department of Education. February 1971. A brochure.

Contains learner outcome educational goals and broad objectives (subgoals) adopted by the Colorado State Board of Education in February, 1971.

Procedure for the Development and Adoption of State Goals for Education Within the State of Colorado. Denver, CO: Department of Education. 1972. 5 p.

Identifies procedures for the formation of process and institutional goals (management goals) and the identification of related performance and operational objectives adopted by the State Board in July, 1972.

Assessment and Evaluation

A Progress Report on the Colorado Evaluation Project (Common Status Measures). Denver, CO: Department of Education. June 20, 1970. 17 p. plus appendices.

The Colorado Evaluation Project fieldtested Common Status Measures developed for the U.S.O.E. in the subject areas of basic verbal skills and occupational cognizance for grades 4 and 11. Concurrently, Colorado tested pupils in grades 3, 6, and 9 in the subject areas of health, language arts, mathematics, music, physical education, and science for its pilot program in assessment and evaluation. Testing took place in May, 1970. This report describes what activities have been completed and the procedures used for the development of objective-referenced test items; sampling procedures; hiring and training of proctors; administering the tests; problems encountered; how the data will be analyzed; and how the findings will be used.

Colorado Evaluation Project, Report Number One. Pilot Program on Common Status Measures, Objective-Referenced Tests. Denver, CO: Department of Education. September 27, 1970. 36 p. ERIC ED 080 570.

The first report of the results of the Colorado Evaluation Project performed in May, 1970 in which Common Status Measures developed for the U.S.O.E. were fieldtested concurrently with Colorado's pilot program in assessment and evaluation. Used objective-referenced tests. Pupil population groups compared.

Assessing Educational Outcomes in Colorado. Report on Pilot Results, the Common Status Measures, Objective - Referenced Items. Denver, CO: Department of Education. December 1970. Report No. 2. 62 p. ERIC ED 050 135.

This report presents an account of the Colorado Evaluation Project, the procedures used, and the results obtained. Procedural aspects of test development and sampling are described in the appendices. Typical results of the assessment are presented in the body of the report illustrated by test questions and pupil responses. Pupil population groups compared.

Colorado Evaluation Project - Performance of Denver Students in a Pilot Assessment of Educational Outcome: A Supplementary Report. Pilot Program Findings - Common Status Measures and Objective-Referenced Tests. Denver, CO: Department of Education. February 16, 1971. 11 p.

Results of Denver students' participation in the Colorado Evaluation Project in Spring, 1970. Comparisons made with statewide results and pupil population groups.

An Assessment of Learner Needs in Colorado, School Year 1970-1971. Denver, CO: Department of Education. May 1972. 100 p. ERIC TM 001 852.

The Spring, 1971 Colorado Learner Needs Assessment contains the statements of goals and objectives and the results of student performance on the assessment exercises. Includes examples of test exercises. Tests taken by a random sample of students in grades 3, 6, 9, and 12 and by population groups of low income, minority, rural, etc. Subject areas of health, language arts, learner self-concept, mathematics, music, science, and social studies. Judgments given of adequacy of student performance. Technical information and methodology provided in Appendix. Average per cent correct given by grade and population groups compared to state average.

Needs Assessment in Colorado. Denver, CO: Department of Education. 1972. 19 p.

Describes plan for Spring 1972 Colorado Learner Needs Assessment.

Hopkins, Kenneth D. and others, ***A Technical Report on the Colorado Accountability-Assessment Program, Spring 1972.*** Boulder, CO: University of Colorado. January 1973. 30 p. & 7 appendices.

This Colorado Learner Needs Assessment for Spring 1972 was used by U.S.O.E. as a nationally recommended model. A more detailed, technical report conducted in accord with the Accountability Act of 1971. Discusses the rationale of the program, the development of assessment instruments, survey sampling plans, and reporting procedures. Grades six and eleven were assessed in the subject areas of science, citizenship, and social studies (American history, government, and geography). Appendices contain copies of tests, surveys and forms used in the assessment, test administration directions, and the science achievement of Colorado pupils at the completion of elementary school in relation to national norms (11th grade) provided by data from NAEP.

Technical Report from Spring 1973. Denver, CO: Department of Education. 45 p. & 5 appendices.

Technical report of the Spring 1973 Colorado Learner Needs Assessment. In 1973, the pupil assessment program required by law was incorporated into the needs assessment activities sponsored by Title III. Program orientation shifted from a resource to districts electing to participate for accountability purposes to an assessment for providing meaningful comparative data of various subpopulations of Colorado pupils. Reporting of district results also contained the school level reporting for the first time. Grades 5 and 11 tested in the subject areas of reading, math, language arts, and school attitude. Contains development of objectives and test instruments, sampling procedure and plan; statewide findings; explanation of the development of performance expectancies; list of variables; and comparisons of reading performance of 17-year olds in Colorado with national, an additional provision in the assessment using NAEP items. Results also given by population groups. Appendices include copies of test booklets, grades 5 and 11; sample district report of results; item analyses data by test, grade level and ethnic group; directions for test administration; interpretation supplement directed to superintendents; problems and means of resolution, and others.

Needs Assessment at the State Level in Colorado — FY '74. (part of a report) Denver, CO: Department of Education. 8 p.

A brief summary of past achievements and projected activities planned for the Colorado Learner Needs Assessment for fiscal year 1974.

Accountability Systems; Models

What Do They Want to Know? Disclosure of Results in Education. Regional Interstate Project Program, seminar report. Denver, CO: Department of Education. 1971. 68 p.

A Regional Interstate Project Program report published by the Colorado Department of Education of a Nevada workshop held in April, 1971 on accountability approaches.

Report on the Educational Accountability Act of 1971. Denver, CO: Department of Education. February 1972. 60 p.

The State Board of Education is required by the Educational Accountability Act of 1971 to report annually to the state legislature on the progress of implementing the Act. This is a report of the initial phases of implementation and includes sections on the development and administration of the program, a status report of local district achievements to date, and a recommendation for the legislature. Local district progress in establishing local accountability committees and the status of district educational goals and objectives are the main events discussed. The role of the State Accountability Advisory Committee and the rules and regulations it established to carry out the Act are provided in the Appendix.

Highlights of the Report on the Educational Accountability Act of 1971. Denver, CO: Department of Education. February 1972. 3 p.

Highlights of the first Report on the Educational Accountability Act of 1971.

General Accountability Model. Denver, CO: Department of Education. June 1, 1972. 19 p.

A very general accountability model devised from the directives in the Colorado Accountability Act of 1971.

Second Annual Report on the Educational Accountability Act of 1971. Denver, CO: Department of Education. February 1973. 58 p.

The second report provided by the State Board of Education for the State Legislature of the progress in implementing the Accountability Act of 1971. Indicates the status of the local districts in implementing each of the required accountability phases. This includes the establishment of local advisory committees; written reports or recommendations for local boards of education; goals, performance and process objectives; program changes based on objectives and pupil needs; computation of program costs; and student performance indicators. Recommendations addressed to state legislature.

Summary Report — Second Annual Report on the Educational Accountability Act of 1971. Denver, CO: Department of Education. February 1973. 6 p.

A summary report of the second report of the State Board of Education for the State Legislature on the implementation of the Accountability Act of 1971.

Third Annual Report on the Educational Accountability Act of 1971. Denver, CO: Department of Education. February 1974. 27 p.

The third report provided by the State Board of Education for the State Legislature regarding implementation of the Accountability Act of 1971. Covers period from July, 1972 through June, 1973. Responses to open-ended questions from the districts included means of measurement for gathering data; local district reports to their communities; cost efficiency; educational decisions made which would affect the quality of instructional programs; difficulties encountered and forms of assistance reported as most useful in overcoming the difficulties. Tables show progress of local districts in conducting needs assessments and their purposes; updated goals and their publication; procedures for development of student and staff objectives and percentage of school districts involved in this step; extent of change in program characteristics, and degree of assistance received by the districts from the Department of Education and other sources.

Wilsey, Carl E. & Schroeder, Glenn B., University of Northern Colorado. ****Roles of the Participants in Educational Accountability.*** Denver, CO: Cooperative Accountability Project, Department of Education. 1974. 41 p.

The purpose of this report is to help those professionals and laymen who have the responsibility for improving the accountability of the public schools to understand the roles of the participants in the operation of accountability programs. A PPBS model is chosen and described for the structure or framework with which to identify participants and their roles because it is one of the more comprehensive programs for achieving accountability. The functional components are described in one chapter, followed by an analysis of the roles of the participants in another chapter. The participants include legislators, professional personnel in the state department of education, local school board members, community members and groups (including parents), citizens' committees, superintendents of schools, district administrators and supervisors, principals, teachers, students, teacher organizations, other school-related organizations, and consultants. The principal roles of each are highlighted in a series of 9 tables and in the text. Implications for the future of accountability are presented in a final chapter.

Test Instruments — copies of

Measurement Instrument Exchange. Laboratory of Educational Research, University of Colorado. No date. 500 p.

An encyclopedia of unpublished test instruments. Included are descriptions of instruments intended to measure pupil knowledge, skills, attitudes, values, and interests which are not commercially available. Each description contains source and address, administration time, number of items, and a short summary of the instrument. A catalogue number for retrieval is supplied.

Note: Two publications annotated under ***Assessment and Evaluation*** also contain copies of test instruments. These are ***A Technical Report on the Colorado Accountability-Assessment Program, Spring 1972,*** and ***Technical Report from Spring 1973 Assessment.*** See information on page 19.

Comprehensive Planning

Planning in the Colorado Department of Education to Facilitate Improvements in Education. Denver, CO: Department of Education. September 1970. 26 p. ERIC ED 043 794.

A report of the three-year project, Improving State Leadership in Education, sponsored by the Colorado Department of Education. Contains the background of the planning emphasis and the purpose of planning in the Department of Education; the development and implementation of a planning system; inhibiting influences and factors; and progress and achievements in educational planning of the Department. Colorado's plan for contract accrediting of public schools is briefly described. An Appendix lists Department of Education goals.

The Future as Metaphor—Educational Decision-making. Seminar Report, Regional Interstate Project Program. Denver, CO: Department of Education. 1972. 67 p.

A report of a seminar held in Nevada in March, 1972 published by the Colorado Department of Education for the Regional Interstate Project Program. Includes the reports prepared for the seminar on various aspects of comprehensive planning by the states involved.

MBO (Management by Objectives)

****Management-By-Objectives (Revisited).*** . A Seminar Report. Denver, CO: Department of Education. January 1972. 65 p.

A Regional Interstate Project Program report prepared by the Colorado Department of Education regarding a seminar held in Helena, Montana in July, 1971. Contains reports prepared by the states involved on the subject of management by objectives.

Interstate Project for Planning and Program Consolidation — Workshop Report. Denver, CO: Department of Education. July 1970. 45 p.

A workshop report prepared by the Colorado Department of Education that was held in Denver in July, 1970 by the Regional Interstate Project regarding management by objectives.

MIS (Management Information Systems)

Management Information Systems. Seminar Report: Regional Interstate Project Program. Denver, CO: Department of Education. 1972. 51 p.

A Regional Interstate Project seminar report that took place in April, 1972 in Oklahoma City prepared by the Colorado Department of Education. Contains three of the presentations made at the meeting: Manual vs. Computer-Based Information Systems; Implementing Computer-Based Information Systems, and Computer-Based Planning Models for Education.

Performance Contracting

Regional Interstate Project Program. Seminar Report: Performance Contracting. Denver, CO: Department of Education. 1971. 48 p.

A Regional Interstate Project report of a seminar held in Phoenix, Arizona in March 1971 prepared by the Colorado Department of Education. Performance contracting is defined and the elements in the performance contracting process are examined. Advantages and disadvantages of several performance contracting models are presented, as well as the areas of contract negotiation, qualified contractors, proposal evaluation criteria, contractor compensation, request for proposal, and the SEA's role in performance contracting.

Personnel Evaluation

Performance Based Teacher Certification (Regional Interstate Project Program Evaluation Report — RIPP). Denver, CO: Department of Education. July 1972. 36 p.

A Regional Interstate Project Program report published by the Colorado Department of Education for a work conference held in Denver in July, 1972. Contains articles by several states on performance-based teacher education and certification and descriptions of such programs in Utah, Washington, Florida, Arizona, and Washington.

School Accreditation

A School Improvement Process, Accreditation by Contract. Denver, CO: Department of Education. October 1971. 41 p.

Presents an overview of the concept of accreditation by contract as proposed by the Colorado Department of Education on a pilot basis in 1970. Offers local agencies the opportunity to be accredited on the basis of developing specific objectives suited to educational needs of their students and then carrying out a planned program designed to attain those objectives. Agreement to the contract and its subsequent implementation constitutes continued accreditation by contract. Discusses what is involved in comprehensive educational planning and contract accreditation and the purpose of contract accreditation in the first section. The second section treats a range of procedures appropriate for local district use in the development of school improvement contracts. A school district can choose either accreditation by contract or standard accreditation.

Position Statement on Accreditation. Denver, CO: Department of Education. March 7, 1972. 3 p.

Adopted March 7, 1972 following a pilot program for accreditation by contract two years previous. A brief overview of the program is given and current accreditation status of the Colorado school districts is reviewed. State Board concludes that Department of Education should continue to accommodate both accreditation by contract and standard accreditation.

*Sent to ERIC.

CONNECTICUT

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Legislation

Public Act No. 665, 1971. Hartford, CT: Connecticut State Legislature. 2 p.

Mandates the State Board to develop an evaluation and assessment procedure to measure objectively the adequacy and efficiency of the educational programs in Connecticut's public schools.

Public Act No. 383, 1971. Hartford, CT: Connecticut State Legislature. 2 p.
Directs the State Board to evaluate vocational and occupational education programs.

Public Act No. 52, 1971. Hartford, CT: Connecticut State Legislature. 1 p.
Directs the State Board to perform a periodic evaluation of programs for the disadvantaged.

Public Act No. 326, 1971. Hartford, CT: Connecticut State Legislature. 1 p.
Directs the State Board to evaluate special education programs.

Public Act No. 382, 1971. Hartford, CT: Connecticut State Legislature. 1 p.
Directs the State Board to evaluate and make a report to the Legislature of federally-funded education programs.

Public Act No. 430, 1971. Hartford, CT: Connecticut State Legislature. 1 p.
Directs the State Board to evaluate and review all innovative educational programs and report to the State Legislature.

Substitute House Bill No. 5371, 1972. Hartford, CT: Connecticut State Legislature. 3 p.
Establishes a permanent standing Legislative Program Review Committee composed of legislative members of both houses to examine state agency program for effectiveness, efficiency, modification, or elimination. Passed over Governor's veto in 1972.

Public Act No. 115, 1972. Hartford, CT: Connecticut State Legislature. 2 p.
Directs the State Board to establish a state plan for special education, which will include the formulation of goals and objectives, for submission to the Governor.

Public Act No. 204. Hartford, CT: Connecticut State Legislature. May 19, 1972. 1 p.
This Act amends the state certification act and provides for internships in certifiable positions and for the evaluation of their performance before further certification.

Public Act No. 456, 1973. Hartford, CT: Connecticut State Legislature. June 7, 1973. 3 p.
Requires an annual evaluation by school district superintendents of each teacher based upon minimum performance criteria.

Public Act No. 100, 1974. Hartford, CT: Connecticut State Legislature. 2 p.
Updates Public Act No. 326 of 1971 for the evaluation of special education programs and contains more definive requirements. To test on experimental basis a model for evaluation of special education programs and establish means for developing goals and objectives for the exceptional child.

Public Act No. 278, 1974. Hartford, CT: Connecticut State Legislature. 5 p.

Amends Public Act No. 456 of 1973 for annual evaluation of teachers based upon performance criteria. Evaluation to be performed in accordance with guidelines established by State Board of Education and by mutual agreement between local boards and teachers' representatives.

Public Act No. 331, 1974. Hartford, CT: Connecticut State Legislature. 4 p.

Updates and amends teacher certification law. Performance continuously evaluated.

Assessment and Evaluation

Statewide Educational Needs Assessment for Connecticut. Hartford, CT: Department of Education. January 18, 1971. (Fourth Draft) 18 p.

An early proposal for a statewide educational needs assessment for Connecticut. Identifies 14 purposes of the proposed assessment; a set of general Departmental goals; recommended actions to take initially; and presents a suggested 6-month and 18-month assessment project in reading.

Connecticut Educational Needs Study. Report No. 1 to State Board of Education. Hartford, CT: Department of Education. May 5, 1971. 6 p.

Further progress in the proposed assessment of educational needs brought to the State Board of Education with the idea of coordinating the assessment with the NAEP program. Tentative pupil-oriented goals and plans for public evaluation of goals are presented. Suggests behavioral outcomes be developed to measure goals.

Connecticut Educational Needs Study. Report No. 2 to State Board of Education. Hartford, CT: Department of Education. September 1, 1971. 3 p.

A second report to the State Board on the progress of the statewide educational needs study. Contains contract information, the reading assessment schedule for the 1972 school year, and plans for public evaluation of the tentative goals.

Agreement: State Board of Education and Institute for the Study of Inquiring Systems. Hartford, CT: Department of Education. June 1971. 14 p.

Copy of the contract entered into by Connecticut with the Institute for the Study of Inquiring Systems for conducting the needs assessment.

Connecticut Educational Needs Study - Fact Sheet. Hartford, CT: Department of Education. Fall 1971. 3 p.

A brief fact sheet enumerating important aspects of the reading assessment study to be performed in February, 1972.

****Connecticut Reading Assessment 1971 - 1972.*** Hartford, CT: State Board of Education. No date. 27 p.

A summary of the assessment of reading performance of a sampling of 9, 13 and 17-year olds in the Connecticut public schools in 1972. Comparisons made with National Assessment, with students in the northeast, by sex, and by size of community. NAEP instruments used and adapted where necessary. Tested four performance objectives in reading.

****Report on the Assessment of Reading Skills of Connecticut Public School Students.*** (The Institute for the Study of Inquiring Systems, Philadelphia, Pennsylvania.) Hartford, CT: Department of Education. No date. 128 p.

A technical, more detailed report of the assessment of reading skills performed in 1972 in the Connecticut public schools, prepared by the contractor. Contains information about the development of objectives and test instruments to measure them; pre-testing; a list of the objectives; sampling procedure used; administration of tests and administrator's instructions; copies of mailings to superintendents and principals involving instructions; data analysis methods, and results. Results include the test items used and comparisons made with NAEP, regional (northeast), by sex, and by size of community.

Evaluation and Assessment Procedures for Public School Programs in Connecticut. Hartford, CT: State Board of Education. February 1972. 10 p.

A proposed plan in accordance with Public Act No. 665 enacted in 1971 which directed the State Board to develop an evaluation and assessment procedure to measure the adequacy and efficiency of the educational programs in the public schools. Includes procedures for statewide assessment and procedures for local assessment; criteria on which the assessment plan should be based; suggested schedule and subject areas to be assessed 1972-1975; collection of variables and their relation to public performance; and tentative costs for each year, 1972-1975.

Educational Goals

Citizen Survey Forms. Hartford, CT: Department of Education. 1972.

Copies of citizen survey forms, short and long, for obtaining their opinions on proposed, tentative goals.

Connecticut Citizens Response to Educational Goals 1971-1972. Hartford, CT: State Board of Education. No date. 49 p. (abridged edition) ERIC ED 078 045.

A summary report for public consumption of the study made to determine public response to possible goals of Connecticut education, carried out in conjunction and simultaneously with the Connecticut Reading Assessment in 1972. Concerns six main goals and 82 subgoals. Brief description of procedure used and an analysis of responses.

Connecticut Citizens Response to Educational Goals, 1971-72. Phila., PA: Institute for the Study of Inquiring Systems. For State Board of Education. No date. 116 p. ERIC ED 078 045.

A detailed report of the study made to determine public response to suggested educational goals and subgoals conducted in 1972. Prepared by ISIS, the report contains background of study; development of citizen response instruments; distribution of instruments and characteristics of respondents; methods of analysis; and results in order of importance. The six principal goals have been accepted by the State Board as working goals, and are learner outcome goals.

Connecticut Citizens Comments on Educational Goals, 1971-72. Phila., PA: Institute for the Study of Inquiring Systems. For State Board of Education. No date. 128 p. ERIC ED 081084.

Another section of the ISIS goals study for Connecticut in which its citizens were invited to express their opinions about the educational process of the state. This report presents an analysis of their comments.

MBO (Management by Objectives)

Management Plan. Hartford, CT: Department of Education. July 2, 1971. 6 p.

A description of the management by objectives plan for the State Department of Education, which is committed to the concept. Presents the activities of four task groups established to concentrate in areas most in need of special attention.

PPBS (Program Planning & Budgeting System)

A Working Paper for Evaluation Reporting. Hartford, CT: Department of Education. October 1973. Approx. 75 p. Out of print.

Connecticut has instituted a PPBS for budget reporting to the Legislature and for evaluating departmental programs. The six main pupil-oriented goals listed have been accepted as working goals by the State Board of Education to serve as the ultimate criteria for the programs of the Department of Education and as the basis for the development of detailed objectives of the units of the Department. PPBS goals have been adopted which describe in general terms the responsibilities of the Department and its programs that will contribute to student achievement of the pupil-oriented goals. Departmental goals with accompanying program objectives are presented in one section of the report; another presents departmental programs with objectives and indicators.

Personnel Evaluation

Guidelines for Local Performance-Based Evaluation and State Certification of Professional School Personnel. (Task Force on Performance, Evaluation and State Certification of School Personnel - submitted to The Joint Teacher Education Committee of the Connecticut State Board of Education and the Commission for Higher Education.) Hartford, CT: Department of Education. 1972. 4 p.

A proposed set of guidelines for local performance-based evaluation and certification of teachers. The guidelines have not been adopted by the State Board.

*Sent to ERIC.

DELAWARE

State Agency Representatives

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Accountability Systems: Models

Delaware Educational Accountability System. Dover, DE: Department of Public Instruction. Revised in draft form April 12, 1972. 20 p.

A description of the accountability approach to be used by Delaware in assessing the effectiveness of the state's public education. Components of the system are determination of educational goals; development of major objectives; assessment of needs both for individual schools and the state as a whole; establishment of program priorities within each school and district; examination of alternative programs; formulation and implementation of a program, and evaluation of the program. Procedures for attaining these components are explained.

Educational Goals

Goal Statements for Delaware Public School Students for the 70's and 80's. Dover, DE: State Board of Education. September 1972. 11 p.

A list of learner outcome educational goals adopted by the State Board of Education in June, 1972.

Assessment and Evaluation

Assessment of Educational Needs in Delaware, 1971. Dover, DE: Department of Public Instruction. July 1971. 77 p.

An ESEA Title III needs assessment of 1971 that focuses on needs in program areas, resource areas, management activities, and on student outcome. Also contains a chapter on the proposed pilot study of a long-range needs assessment strategy and its relation to the Delaware Accountability System.

Mohrmann, Jeanne W. ***Assessment of Educational Needs in Delaware.*** Dover, DE: Department of Public Instruction. December 22, 1972. 75 p.

Discusses methodology used for obtaining statewide educational goals; methods for developing objectives in reading, English, math and science; presents results of FY 1972 assessment which delineates both student successes and student deficiencies. Grades 1, 4, and 8 tested in one or more of 3 goals areas: communication and basic skills, self-realization, and career and economic efficiency. Describes test content, development, and administration of tests. Includes collection of process and demographic variables and their relationship to student achievement and attitudes. Information available by individual pupil, by school, by district, and on statewide basis. Published statewide test results compare Delaware and national means by test and grade levels.

Assessment of Educational Needs in Delaware, 1973. Dover, DE: Department of Public Instruction. January 17, 1974. 82 p.

The FY 1973 assessment program tested all public school students in grades 1, 4, and 8 and parochial school students in grade 4 in one or more of two goal areas: communication and basic skills, and

physical and mental health. ETS tests were modified in 1973 to better reflect Delaware's objectives. Collection and analysis of process and demographic variables continued to be made. Statewide objectives in four basic skill areas were refined and new objectives were developed in health education and social studies. Results delineate students' successes and deficiencies, and comparisons are made of FY '73 assessment results with FY '72 results and with national statistics. Same kind of information available as in 1972 assessment noted in previous publication. Needs are listed based upon the results.

DISTRICT OF COLUMBIA

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D.C. Testing Program

The Superintendent Reports to the Board. Washington, D.C.: Public Schools of D.C. May 5, 1971. 191 p.

This report details the proposed plans and calendar for the implementation of D.C.'s Academic Achievement Project. Includes some discussion of accountability which embraces the responsibility of the school professional staff for maximizing the development of its students; stresses individualized instruction; and the responsibility of the Board of Education and Superintendent to provide the means and technical assistance necessary to the staff of each school. Although standardized achievement testing will be used, reference is made to the development of criterion-referenced tests in reading and mathematics by 1972.

A Description of the Comprehensive Testing Program Model in Public Schools of the District of Columbia. Washington, D.C.: Public Schools of D.C. November 1971. 33 p. ERIC ED 064 287.

A report prepared for the Interstate Project on State Planning and Program Consolidation which describes the Academic Achievement Project for D.C. Gives major objectives of program; a description of the four types of testing programs to be used (standardized achievement tests, criterion-referenced tests, diagnostic tests, and optional tests) and their purposes; role of staff participating in the program; staff development program workshops; dissemination of testing information policies; and long range plans for testing in 1974 and beyond.

Pupil Assessment - The Academic Achievement Profile. Washington, D.C.: Public Schools of D.C. October 1971. 14 p.

A brochure for public consumption about the Academic Achievement Project.

City-Wide Test Results, California Achievement Tests, Grades 1 and 2. Washington, D.C.: Public Schools of D.C. July 1971. 45 p.

Presents results of standardized reading and mathematics test results for Grades 1 and 2 given in May, 1971. Tests are described; a summary of workshops to assist school personnel in administration and interpretation of tests is presented; sampling design and procedures are explained, followed by a report of the results.

City-Wide Test Results, Comprehensive Tests of Basic Skills, Grades 3-9. Washington, D.C.: Public Schools of D.C. Corrected copy of August 1971. 103 p.

Presents results of standardized reading and mathematics test results for Grades 3 through 9 given in May, 1971. Describes workshops held for school personnel in administration, interpretation of tests, and presents results by individual schools along with narrative explanation.

****A Summary of Reading and Mathematics Test Results, the Sequential Tests of Educational Progress, Grade 11, Senior High Schools.*** Washington, D.C.: Public Schools of D.C., May 1971. 5 p.

A report of the results of standardized tests (STEP) in reading and mathematics given to Grade 11 in March, 1971. Sample population tested to assess cumulative effects of the educational program in D.C. school system and to provide comparative data.

****A Summary of Reading and Numerical Competence Test Results, Stanford Achievement Tests, High School Basic Battery, Vocational High Schools, Grade 11.*** Washington, D.C.: Public Schools of D.C. May. 5 p.

Results of Stanford Achievement Tests in reading and numerical competence given to a sample of 11th-grade students in March 1971 in the vocational high schools.

****A Summary of Metropolitan Readiness Test Results for Grade 1.*** Washington, D.C.: Public Schools of D.C. December 1971. 14 p.

Results of Metropolitan Readiness Tests administered to first-grade pupils in September-October 1971 to identify pupils' readiness to do first grade work. Reported by individual schools.

****A Summary of Reading and Mathematics Test Results, California Achievement Tests, Grade 2.*** Washington, D.C.: Public Schools of D.C. December 1971. 32 p.

Results of California Achievement Tests in reading and mathematics administered to pupils in grade 2 in September, 1971 as one of the testing components of the Academic Achievement Project.

****A Summary of Reading and Mathematics Test Results - Comprehensive Tests of Basic Skills, Grades 3-9.*** Washington, D.C.: Public Schools of D.C. December 1971. 117 p.

Results of Comprehensive Tests of Basic Skills in reading and mathematics administered to grades 3 and 9 in September, 1971 for the Academic Achievement Project.

Summary - Test Results, Pre-Test Phase, Academic Achievement Project. Washington, D.C.: Public Schools of D.C. January 1972. 5 p.

A short narrative summary of results of the pre-test phase of standardized tests given to Grade 1 (Metropolitan Readiness Tests), Grade 2 (California Achievement Tests), and Grades 3-9 (Comprehensive Tests of Basic Skills) in September and October, 1971.

A Summary of Prescriptive Reading Test Results, Grade 4 and Grade 6. Washington, D.C.: Public Schools of D.C. May 1972. 14 p.

Summarizes the results of the Prescriptive Reading Tests, criterion-referenced instruments administered to grades 4 and 6 in February, 1972. Presents rationale for using criterion-referenced tests; the differences between criterion-referenced and norm-referenced tests; steps in developing the tests; test administration; scoring and reporting; test results reported by per cent of students who mastered the skills under each objective; and interpretation of results.

A Summary of Reading and Mathematics Test Results As Measured By Criterion-Referenced Tests, October 1973. Washington, D.C.: Public Schools of D.C. January 1974. 62 p.

A report of the Prescriptive Reading and Mathematics Tests, criterion-referenced instruments administered to all pupils in grades 1 through 9 during September-October, 1973. The reports received by each school are described, which include individual pupil reports and results presented in narrative and tabular form by grade and per cent of student mastery of each objective listed. Appendix contains rationale and developmental history of D.C. criterion-referenced testing program, test administration and interpretation workshops, and instructional application of test results.

Accountability Systems; Models

The Proposed Accountability Project for the District of Columbia Public Schools, U.S.O.E. Region III Interstate Project. Washington, D.C.: Public Schools of D.C. May 1972. 11 p.

The accountability system for D.C. is explained for a Regional III Interstate Project as determined by the Superintendent of Schools and the Board of Education in March, 1972.

Washington, D.C. Public Schools Report to the Region III Interstate Project (A Memorandum of Understanding). Washington, D.C.: Public Schools of D.C. March 15, 1972. 2 p.

A copy of the memorandum of the Superintendent of Schools and the Board of Education concerning D.C.'s accountability plan.

State Board, Department of Education Policies

Academic Achievement Project, 1971-72. Washington, D.C.: Public Schools of D.C. September 27, 1971. 6 p.

Policy directive from the Superintendent of Schools to all school personnel concerning the Academic Achievement Project for the 1971-72 school year.

Statement of Promotional Policy. Washington, D.C.: Public Schools of D.C. October 5, 1971. 3 p.

A nongraded student promotional policy expressed by the Superintendent of Schools to all school personnel. Stresses individualized instruction; the application of behavioral objectives; a continuous evaluation of student growth; and instructional assistance to teachers for providing individual, intensified instruction to students who do not master expected performance levels.

*Sent to ERIC.

FLORIDA

State Agency Representative

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State Department of Education
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Legislation

Chapter 229, s. 229.551, 1968. Tallahassee, FL: Florida State Legislature. 1 p.

Establishes a management information system as a priority program necessary for determining the status and needs of education. Directs Commissioner of Education to utilize all appropriate modern management techniques to provide for greater economies and more effective programs for the state system of education.

Chapter 216, s. 216.141, 1969. Tallahassee, FL: Florida State Legislature. 1 p.

Establishes a PPBS for all state agencies in Florida.

Chapter 70-399 (Senate Bill No. 656), 1970. Tallahassee, FL: Florida State Legislature. July 1, 1970. 1 p.

Directs Commissioner of Education to develop evaluation procedures for an objective assessment of educational programs offered by the public schools of Florida, which is to be as compatible as possible with national assessment procedures

Chapter 229.57 (House Bill No. 894), 1971. Educational Accountability Act of 1971. Tallahassee, FL: Florida State Legislature. July 1, 1971. 3 p.

Mandates implementation and further development of the assessment procedures devised by the Commissioner of Education in the preceding Act, and establishes educational accountability in the public education system of Florida by using several approaches for attaining accountability.

Chapter 231, s. 231.29 1972 - Record of personnel; & S. 229.802 - Recommendations for improvements in schools and institutions. Tallahassee, FL: Florida State Legislature. 2 p.

Requests district superintendents to establish procedures for assessing performance of all instructional, administrative, and supervisory personnel employed in their districts.

Senate Bill No. 622, 1973. Tallahassee, FL: Florida State Legislature. Omnibus Education Act. 37 p.

Omnibus education act that creates or amends sections of Florida law. Directs annual reporting of educational progress by individual schools, stressing the school rather than the district as the unit of accountability. Calls for appointment of school advisory committees with community representation.

House Bill No. 734, 1973. Tallahassee, FL: Florida State Legislature. The Florida Education Finance Act of 1973. 34 p.

The Florida Education Finance Act mandates a comprehensive management information and assessment system to be developed by 1975 and to be in operation in each division of the Department of Education. A compatible system is to be in operation in each school district. Emphasizes cost accounting and cost reporting at the school level rather than the district level. Applies to standardized tests that are given by school districts, not to the Florida Assessment Program.

House Bill No. 1145, 1974. Tallahassee, FL: Florida State Legislature.

This bill amends the Educational Accountability Act of 1971 by adding the following statements: Assessment of all third-and sixth-grade pupils is to take place in reading, mathematics and writing by the 1974-75 school year, and of all third through sixth graders in the same subjects by 1975-76. No other subject area is to be tested until assessment in reading, writing and mathematics has been implemented.

An interpretation of the tests in each school shall be reported in the annual report of school progress, and statewide results are to be related to National Assessment results.

Educational Goals

Goals for Education in Florida. Tallahassee, FL: Department of Education. 1971. 11 p. ERIC ED 055 048.

Presents learner outcome and organizational goals of the Department of Education adopted by the State Board of Education in April, 1971.

Assessment and Evaluation

Plan for Educational Assessment in Florida. Final Report. Tallahassee, FL: Department of Education. 1971. 31 p.

A plan for educational assessment and accountability in Florida submitted to the State Board of Education and the Legislature in March, 1971 by the Commissioner of Education, as mandated by legislation. Describes three phases of the model: product assessment, cost analysis, and process assessment. Defines norm-referenced and criterion-referenced tests. The assessment plan, which is part of a larger plan for evaluation of the educational system, is summarized and procedures are described for developing goals, performance objectives and objective-referenced tests. Contains a full explanation of multiple matrix sampling to be used in the assessment of reading in 1971. Includes test administration procedures, how results will be reported and to whom.

Initial Report on Statewide Assessment. Tallahassee, FL: Department of Education. January 1972. 41 p.

A narrative summary of the background and various activities of the Florida Statewide Assessment Program. Information given on pretesting of assessment procedures, test development and analysis of reading instruments, dissemination of information about the assessment, management and planning aspects. Several attachments included, among which is a discussion of how results will be reported and a list of 1971-72 high priority objectives for reading in Florida, ages 7 and 9.

****Florida Statewide Assessment Program - Capsule Report, 1971-1972.*** Tallahassee, FL: Department of Education. 24 p.

A summary report of the 1971-72 key results and recommendations of the student performance on the assessment of reading, fourth grade.

****Florida Statewide Assessment Program - Technical Report, Section 1.*** Introduction, Procedures, and Program Recommendations, 1971-72. Tallahassee, FL: Department of Education. 20 p.

The report of the Florida Statewide Assessment Program performed in the 1971-72 school year for reading, fourth grade, is published in four sections. This is the first section which gives the background information of the program, the design of the program, and the responsibilities of those involved in the assessment activities. A chapter presents the procedures used in the assessment, specifying the selection of statewide objectives, testing population, selection of a random sample, test development, test contents, test validation, test format, administration of tests, test scoring, and recommendations on the program operation for improvement of the procedures for future assessments.

****Florida Statewide Assessment Program - Technical Report, Section 2.*** Statistical Information, 1971-72. Tallahassee, FL: Department of Education. 163 p.

The second section of the Florida Statewide Assessment Program is a technical report which describes the item sampling and student sampling procedures used (multiple matrix sampling); problems with scoring and how they were resolved; how results were reported and the types of tables used; an explanation of standard error; and how district scores should be compared with state scores. Appendices contain lists of reading objectives for age 7 (Grade 2) and for age 9 (Grade 4); statistical formulas used for standard error and for weighted district percentage of achievement; and tables showing 68% confidence intervals for each objective for the districts and the state.

Florida Statewide Assessment Program - Technical Report, Section 3. Statewide Results and Recommendations, 1971-72. Tallahassee, FL: Department of Education. 106 p.

The third section of the Florida Statewide Assessment Program explains the classification of the objectives in order to present the results in a meaningful way, defines each classification, and includes a sample item with each classification. The results are presented for Grade 2 and Grade 4 along with intepretations prepared by the state reading consultant.

Florida Statewide Assessment Program - Technical Report, Section 4. District Interpretations, Charlotte County, 1971-72. Tallahassee, FL: Department of Education. 20 p.

District interpretations were prepared for each school district in Florida of the results of the Florida Statewide Assessment Program. This fourth section is an example of a district report for Charlotte County which helps the district analyze the performance of their second and fourth grade students. Tables of results, interpretations, and recommendations for improvement of student achievement are provided.

Florida Statewide Assessment Program, 1972-73 Capsule Report. Tallahassee, FL: Department of Education. 1974. 18 p.

Summarizes the key results and recommendations of the state's performance in the 1972-73 Statewide Assessment Program for grades 3, 6, and 9 in reading, writing, and mathematics. Objective-referenced instruments were used. A verbal summary is given of the results in this report. The basic reporting format is the percentage of students in the state and each district who achieved each objective. These percentages are given in separate sections of the Technical Report, annotated below.

Florida Statewide Assessment Program, 1972-73 Technical Report, Section 1, Assessment Procedures. Tallahassee, FL: Department of Education. 1974. 22 p.

Contains the procedures used in Florida's Statewide Assessment Program conducted in 1972-73 for grades 3, 6, and 9 in reading, writing, and mathematics. These include choice of design; contracting; development, selection, and evaluation of objectives; test development, contents, format and test administration; validity and reliability of the tests; testing population, and sampling.

Florida Statewide Assessment Program, 1972-73 Technical Report, Section 2, Priority Skills and Statewide Results, Volume A - Grade 3. Tallahassee. FL: Department of Education. 1974. 108 p.

Results of objective-referenced testing of approximately 19,500 students in grade 3 in February, 1973. Reported in terms of the percentage of students in each district and in the state who achieved each objective. Priority objectives for grade 3 students (age 8) for reading, writing, and mathematics are provided in the appendix. Interpretation of results is included.

Florida Statewide Assessment Program, 1972-73 Technical Report, Section 2, Priority Skills and Statewide Results, Volume B-Grade 6. Tallahassee, FL: Department of Education. 1974. 151 p.

Results of objective-referenced testing of approximately 19,500 students in grade 6 in March, 1973. Reported in terms of the percentage of students in each district and in the state who achieved each objective. Priority objectives for grade 6 (age 11) for reading, writing, and mathematics are provided in the appendix. Interpretation of results is included.

Florida Statewide Assessment Program, 1972-73 Technical Report, Section 2, Priority Skills and Statewide Results, Volume C - Grade 9. Tallahassee, FL: Department of Education. 1974. 135 p.

Results of objective-referenced testing of approximately 14,500 students in grade 9 in February, 1973. Reported in terms of the percentage of students in each district and in the state who achieved each objective. Priority objectives for grade 9 (age 14) for reading, writing, and mathematics are provided in the appendix. Interpretation of results is included.

Performance Objectives—lists of

***1971-1972 High Priority Objectives for Reading in Florida, Ages 7 and 9.** Tallahassee, FL: Department of Education. No date. 12 p.

A list of high priority objectives for reading, ages 7 and 9, used in the 1971-72 Florida Statewide Assessment Program.

1972-1973 Priority Objectives for Reading, Writing and Mathematics in Florida, Age 8. Tallahassee, FL: Department of Education. Copyright 1972. 17 p.

A list of priority objectives for reading, writing, and mathematics, age 8, used in Florida's Statewide Assessment Program in 1972-73.

1972-1973 Priority Objectives for Reading, Writing and Mathematics in Florida, Age 11. Tallahassee, FL: Department of Education. Copyright 1972. 17 p.

A list of priority objectives for reading, writing, and mathematics, age 11, used in Florida's Statewide Assessment Program in 1972-73.

1972-1973 Priority Objectives for Reading, Writing and Mathematics in Florida, Age 14. Tallahassee, FL: Department of Education. Copyright 1972. 17 p.

A list of priority objectives for reading, writing, and mathematics, age 14, used in Florida's Statewide Assessment Program in 1972-73.

Performance Objectives—development of

Healy, John and others. ***Classifying Performance Objectives.*** Tallahassee, FL: Department of Education. No date. 9 p.

Demonstrates how to construct and classify performance objectives with examples. Five primary categorizations are motor skills, verbal information, intellectual skills, cognitive strategies, and attitudes.

Sampling Procedures

Sampling Procedure. Preliminary Test of Reading Related Skills, 1971-72. Tallahassee, FL: Department of Education. 10 p.

An explanation of the sampling procedures to follow in selecting students to take a preliminary test of selected reading skills, 1971-72. This explanation is directed to the school principal, school coordinator, or other designated personnel who is to choose the sample one week prior to assessment.

Note: Appendix A of ***Plan for Educational Assessment in Florida*** on page 33 under ***Assessment and Evaluation*** gives a detailed explanation of multiple matrix sampling procedures.

Comprehensive Planning

The Florida Education Improvement Expense Program. Report on State Incentive Provisions for Planning and Effecting Improvements in Instruction and Learning in Local School Systems. Denver, CO: Florida State Department of Education and the Project, "Improving State Leadership in Education". September 1970. 35 p.

A project of "Improving State Leadership in Education" sponsored by the Florida Department of Education which reports on state incentive provisions implemented in 1968-69 and 1969-70 for the improvement of education in the districts, and which entails five-year plans to be submitted by the districts.

Accountability Systems: Models

Articles on Educational Accountability in Universal English. Tallahassee, FL: Department of Education. Revised February 1973. 16 p.

A booklet written in lay terms which highlights the several approaches Florida is taking to carry out its accountability plan. It includes activities carried out by the Department of Education and local districts, with major administrative responsibility at the state level, and activities supporting accountability carried

out by the local school districts. Other articles are concerned with some techniques to further accountability that are presently being developed by the Florida Educational Research and Development Program, administered by the Department of Education.

State Board, Department of Education Policies

The Role of State Government in Education. Tallahassee. FL: Department of Education. (Policy papers approved by Administrative Council on May 8, 1972). 9 p.

Cites constitutional and statutory provisions for public education; inherent expectations and constraints; lists nine state responsibilities of the state role in education. This is the first in a trilogy of Department of Education policy papers.

Education Renewal: The Florida Strategy. Tallahassee, FL: Department of Education. May 8, 1972. 22 p.

The second policy paper of the Department of Education is concerned with the Florida strategy of educational renewal, which includes all activities directed toward identifying, developing, and installing new procedures or practices in educational institutions. The strategy is based on three basic elements of identifying clear goals and objectives, assessment and analysis, and identification of additional ways to achieve the objectives, or alternative educational practices. Each of the three elements is discussed in detail.

Guidelines for Internal Planning and Evaluation in the Florida Department of Education. Tallahassee, FL: Department of Education. May 8, 1972. 6 p.

The third policy paper of the trilogy expressed by the Department of Education discusses Department of Education internal planning and evaluation processes, and criteria to consider as basic guidelines in planning and evaluating programs.

Cost Effectiveness; Cost Analysis

Cost Analysis Management Information System (CAMIS). Tallahassee, FL: Department of Education. Copyright 1972. Approx. 90 p.

Explains a new accounting system for Florida's public school districts called the Cost Analysis Management Information System (CAMIS). Explains the need and development of CAMIS, its dimensions, and guidance in the implementation of CAMIS. This report has a 1972 copyright and cannot be reproduced without permission.

Personnel Evaluation

The Florida Program for Improving the Training, Evaluation, and Licensure of Educational Personnel. Tallahassee, FL: Department of Education. (Draft #2) April 7, 1971. 10 p. ERIC ED 055 050.

A plan proposed by the Department of Education to improve teacher education in the state based upon performance.

The Role of the State Department of Education in Managing Teacher Education and Certification. Tallahassee, FL: Department of Education. July 29, 1971. 18 p.

This was a speech given by Associate Commissioner William Cecil Golden of the Florida Department of Education at a meeting of the Council of Chief State School Officers, in which he states that Florida is committed to performance-based programs both for pupils and personnel. Defines performance-based teacher certification and discusses how Florida is approaching both performance-based teacher certification and education. Enumerates the conditions necessary for implementing performance-based teacher certification, and explains the relationship between preservice and inservice teacher education in the Florida approach.

*Sent to ERIC.

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Educational Goals

***Goals for Education in Georgia.** Atlanta, GA: Department of Education. 1970. 49 p.

The final report of the Advisory Commission on Educational Goals appointed in 1969 to identify goals of education as part of the Georgia Assessment Project. The resulting goals reported are both learner outcome goals and institutional goals (management). The introduction summarizes the methods used to arrive at the goals.

Assessment and Evaluation

Georgia Assessment Project - Phase II. Atlanta, GA: Department of Education. No date. 2 p.

A brief two-page summary describing the second phase of the Georgia Assessment Project. Involves expanding the learner outcome goals (Phase I) into measurable performance objectives in the cognitive, affective and psychomotor domains and developing instruments to measure the objectives and progress toward the goals. Georgia plans to use criterion-referenced test instruments.

Note: State funding was not received for the Georgia Assessment Project; instead, the work proceeded with the Atlanta Assessment Project.

Personnel Evaluation

A Plan for Moving to Competency-Based Preparation and Certification in Georgia by 1978. Third Board Draft. Atlanta, GA: Department of Education. June 21, 1973. 65 p.

A detailed draft developed by a Task Force Committee which contains methods for moving the state toward competency-based preparation and certification of teachers in the state.

Performance-Based Preparation and Certification. Steering Committee Interim/Progress Report. Atlanta, GA: Department of Education. November 1973. 9 p.

The progress report was prepared by the ad hoc steering committee on performance-based preparation and certification appointed by the State Superintendent and the Chancellor of the University System.

Contains their views of the next steps after reviewing the draft of the Task Force for moving toward competency-based teacher education and certification.

Legislation

Senate Bill No. 672, 1974. Atlanta, GA: Georgia State Legislature. 70 p.

Comprehensive education law providing for all phases of public elementary and secondary education in the state. State Board to establish performance-based criteria to evaluate instructional program of each school; assess their effectiveness; provide for uniform budgeting and accounting system; establish classifications of certificated personnel based upon competency, experience, and academic technical professional training.

*Sent to ERIC.

HAWAII

State Agency Representative

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Legislation

Executive Budget Act No. 185, 1970. Honolulu, HI: Hawaii State Legislature. 36 p.

This Act mandates a PPBS for all state agencies in Hawaii, including the Department of Education.

Educational Goals

Digest of the Master Plan for Public Education in Hawaii. Honolulu, HI: Department of Education. January 1970. 27 p.

This digest of a master plan for education in Hawaii contains a set of learner outcome goals. These goals have not been formally adopted by the State Board of Education.

State Testing Program

Summary Report of Minimum Testing Program, 1969-1970. Research Report No. 75. Honolulu, HI: Department of Education. July 1970. 69 p.

Results of testing program for 1969-70 using standardized test instruments to provide periodic, continuous, consistent and comparable measures of pupils' progress as they move through the elementary and secondary grades. Cognitive areas tested.

Item Study Summary Report - Sequential Tests of Educational Progress (STEP). Reading, Mathematics and Writing for Grades 4, 6, 8, 10, and 12 by State and District, School Year 1970-1971. Honolulu, HI: Department of Education. 1971. Research Report No. 77. 263 p. ERIC ED 074 441.

An item study of standardized test results in cognitive areas for the school year 1970-71 in terms of per cent correct response, presented by grades and subject areas for the state and for each district.

Evaluation Report No. 80: Summary Report of Minimum Testing Program 1970-71. Honolulu, HI: Department of Education. December 1971. 58 p.

Presents summarized data for all standardized tests given for the school year 1970-71 as part of Hawaii's statewide minimum testing program.

IDAHO

State Agency Representative

Ronald J. Dent, Consultant
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State Office Building
Boise, Idaho 83707

Educational Goals

***Philosophy of the Idaho Department of Education.** Boise, ID: Department of Education. No date. 8 p.

Presents process-oriented goals of the Idaho Department of Education and guiding principles for the conduct of public education in the state, including the primary concerns of public education in relation to students.

State Testing Program

***Tables of Standard Scores with Corresponding Percentile Norms for the Iowa Tests of Educational Development.** (Forms X-4 and X-5) Boise, ID: Department of Education. 1971-1972. 21 p.

Results of 1971-72 state testing program; standard scores with corresponding percentile norms; standardized tests.

Performance Objectives - lists of

***Idaho Curriculum Guide in Mathematics, K-12.** Boise, ID: Department of Education. 1970. 329 p. ERIC ED 071 878.

Presents specific learning objectives from the subject area of mathematics for grades K-12 in terms of student behavioral outcomes. Also lists specific topics and particular teaching aids for each topic.

*Sent to ERIC.

ILLINOIS

State Agency Representative

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Statewide Assessment & Evaluation Section
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Legislation

Senate Bill No. 1548, 1972. Springfield, IL: Illinois State Legislature. 4 p.

An Act passed in May, 1972, titled the School District of Educational Effectiveness and Fiscal Efficiency Act, that in essence legislates a PPBS for local school districts.

Fact Sheet on the School District Educational Effectiveness and Fiscal Efficiency Act (S.B. 1548). Springfield, IL: Department of Education. 1972. 6 p.

A fact sheet and interpretation of the essential elements of Senate Bill 1430 enacted in May, 1972 for a local district PPBS.

Educational Goals

Action Goals for the 1970's: An Agenda for Illinois Education. A report of six public hearings and the Statewide Conference on Educational Goals & Priorities. Springfield, IL: Department of Public Instruction. May 1972. 123 p. ERIC ED 065 711.

Explains the development process of outlying goals and broad objectives used by the Illinois Task Force on Education appointed by the Superintendent of Public Instruction, the Governor, and the School Problems Commission. Contains learner outcome goals which have not been adopted by the State Board of Education.

The Illinois Assessment Program. Springfield, IL: Department of Public Instruction. June 1972. 12 p.

Describes the plans for a statewide educational needs assessment which is planned to begin in September, 1975 in the cognitive, affective, and psychomotor domains. Some NAEP and criterion-referenced test instruments will be used. Fieldtesting will take place prior to 1975; first initiated in 1971 with Title III requirements.

INDIANA

State Agency Representative

Ivan Wagner, Director
Planning and Evaluation
State Department of Public Instruction
State House 125
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Legislation

Public Law No. 309, 1971. Indianapolis, IN: Indiana General Assembly. April 8, 1971. 1 p.

Legislation enacted in April, 1971 mandating a PPBS. After the Commission on General Education makes an analysis of such a system by July 1, 1976, and establishes a program of instruction for all local system administrators and other personnel, the system shall be implemented by July 1, 1977.

Educational Goals

A Needs Assessment Study of the Penn-Harris-Madison School Corporation. Indianapolis, IN: Submitted to Organizational Goals Advisory Committee. February 15, 1973. 13 p. & appendices.

This report contains a copy of a survey questionnaire which was sent to the community (500 families); to the certified staff of teachers and administrators; and to over a thousand students in the Penn, Harris, and Madison school districts. The purpose was to provide information that will comprise part of the basis for recommending both short and long-range institutional goals for the school corporation. The survey is a function of the Goals Advisory Committee and the results will be subject to the Committee's analysis. The procedures followed to develop the survey (survey population, purpose, design, mailing, sampling interviewing, etc.) are described, followed by an analysis of the responses. The next study in 1976 will be an attempt to validate the goals established as a result of the survey.

IOWA

State Agency Representative

Max E. Morrison, Director
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State Department of Public Instruction
Des Moines, Iowa 50319

Educational Goals

Educational Goal Inventory. Des Moines, IA: Department of Public Instruction. 12 p.

A copy of the instrument being field tested by Iowa for rating educational goals.

Rationale and Explanation of the Educational Goal Inventory. Des Moines, IA: Department of Public Instruction. May 1973. 6 p.

Explains the rationale and techicalities of the educational goal instrument used by Iowa for rating educational goals.

Educational Goal Inventory - Form B. Des Moines, IA: Department of Public Instruction. November, 1973. 7 p.

A copy of the goals instrument which is designed to solicit reactions of various societal groups with respect to the importance, responsibility and attainment of educational goals. Contains a set of 30 statements describing educational outcomes a school might anticipate for students, accompanied by sub-statements under each major statement.

Inventory of Educational Processes and Procedural Needs - Form B. Des Moines, IA: Department of Public Instruction. November 1973. 5 p.

A copy of a second goals instrument which consists of a number of factors that have been identified as contributing to instructional improvement. Respondents select those factors they perceive as a "need" for their educational system. The intent of the instrument is to identify the kinds of processes and procedures a school needs to increase the probability of attaining educational goals.

Assessment and Evaluation

Iowa Title III, ESEA Assessment Report to USOE. Des Moines, IA: Department of Public Instruction. January 1972. 43 p.

A Title III assessment conducted during the 1970-71 school year with a sample of pupils in grades 4, 7, and 12 in science, attitude toward self, and self-concept. Science exercises were NAEP items. Instrumentation predominately criterion-referenced. The instruments, administration of instruments, and sampling procedure used are described. Iowa pupil results in percentages are compared to national and are related to the exercises for the science instrument in tables. Also reported by classification variables (race, size of school, educational level of parents), and by geographic regions for science and attitude instruments.

Iowa Reading Journal. Volume 2, No. 1. Des Moines, IA: Department of Public Instruction & Iowa Council-International Reading Association. Spring, 1973. 28 p.

This issue of the Iowa Reading Journal presents informative articles about the 1972 statewide reading assessment program in Iowa and reports on some of the data which has been analyzed. In one article the objectives and sub-objectives used by the NAEP project for the development of the test items used in the Iowa Assessment are presented along with a few examples of test instruments. A description of the objective-based reading assessment is provided in another article. A teacher's view of the instrurnents used is discussed in a third article.

Comprehensive Planning

A Functional Flow Diagram for Planning, Designing, and Implementing an Assessment of an Educational System's Needs and Goals. Des Moines, IA: Department of Public Instruction. 1971. 10 p.

A schematic for instituting planning and implementing educational programs derived therefrom with economy at the student-contact school system level. A text provides an overview of the schematic.

Legislation

Senate Bill No. 126, 1974. Des Moines, IA: Iowa State Legislature. April 1974. 24 p.

Enacted in April, 1974 this law concerns the educational program of the public and nonpublic schools. It includes a section that requires each public and nonpublic school district to evaluate their educational programs by determining major educational needs in priority order; developing long range plans to meet the needs, and establishing and implementing continuously evaluated, annual plans to attain the desired levels of pupil achievement.

Bibliographies

Behavioral Objectives: An Annotated Bibliography. Des Moines, IA: Department of Public Instruction. September 1971. 65 p.

An annotated bibliography about a variety of available materials on behavioral objectives in 4 parts: (1) How-To-Do-It Publications (2) Literature on Issues Relating to the Objectives-Evaluation Movement (3) References Relating to the Classification of Educational Objectives and the Theories or Conditions of Learning (4) Audio-Visual Materials Relating to Behavioral Objectives.

KANSAS

State Agency Representative

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Assessment and Evaluation

What Are the Critical Educational Needs of Kansas. A Summary Report of Project SEEK, State Educational Evaluation of Kansas. Topeka, KS: Department of Education. May 15, 1970. 51 p.

The summary of Project SEEK in Kansas is a general assessment of needs achieved through a sample of students by questionnaires and a review of past studies. Needs are listed and plans for continued assessment and approaches to accountability are discussed. Plans include establishment of goals, a set of behavioral objectives to measure them, instruments to measure the objectives, a data collection bank, input variables, and evaluation.

Educational Goals

Kansas Conference on Education: Focus on the Future. Introductory Statement—Goal Specifications. Topeka, KS: Department of Education. 1972. About 105 p.

A first draft discussion of goals for Kansas education that were the result of two years of study by groups of teachers, administrators, legislators and citizens who attended several Governor's conferences on education held in 1971 by the Department of Education. The synthesis of the ideas, recommendations and concerns elicited during the conferences will be reviewed, amended and rewritten as necessary for attainment of the goals. The subgoals contained in the document are concerned with learner outcome goals, process-oriented goals, and accountability goals.

Meeting the Challenge for the Future through . . . State-wide Goals for Education in Kansas. Topeka, KS: State Board of Education. July 6, 1972. 23 p.

Goals, subgoals and objectives adopted by the State Board of Education in July, 1972, following a revision of the draft of goals and subgoals elicited from several Governor's conferences on education. These are learner outcome goals, process and management goals. Includes subgoals for accountability; planning, research and evaluation; management information system; and needs assessment.

Legislation

House Bill No. 1042, 1973. Topeka, KS: Kansas State Legislature. 4 p.

Provides for evaluation of teachers and other school employees.

Accountability Systems: Models

Cramer, R. H. ***A Plan to Establish An Accountability File in Our Schools.*** Shawnee Mission, KA: Shawnee Mission Schools. 1973. 15 p.

An accountability system proposed by the planning division of a local school district in Kansas.

PPBS (Program Planning and Budgeting Systems)

Annual Planning, Programming, and Budgeting Cycle. Topeka, KS: Department of Education. December 1970. 18 p.

A procedure manual to be used for operation of a PPBS by the Department of Education. It was prepared under contract to the Mid-Continent Regional Educational Laboratory as part of the Department of Education's long-range planning effort.

Comprehensive Planning

Planning Efforts in the Kansas State Department of Education. Topeka, KS: Department of Education. May 1971. 7 p.

A summary of fiscal year 1971 activities in the Department of Education concerning comprehensive planning.

*Sent to ERIC.

KENTUCKY

State Agency Representative

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Research and Development
State Department of Education
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Frankfort, Kentucky 40601

Assessment and Evaluation

Kentucky Educational Needs Assessment Study, Phase I. Frankfort, KY: Department of Education. September 1970. Learner's Critical Needs, Final Report, State and Regional Profiles. 170 p.

Final report of Title III needs assessment which identified 100 specific needs of the state's learners as identified by citizens and professional educators in the state. First phase of a long-range plan for Kentucky.

Kentucky Educational Needs Assessment Study, Progress Report, FY 1971. Report Number Two. Frankfort, KY: Department of Education. April 1971. 47 p.

Describes the progress made toward Phase II of the Kentucky needs assessment study, which will be a pilot study for developing experimental assessment instruments and procedures for measuring the extent of a limited number of learners' needs in selected school districts. A working paper on a statement of tentative pupil-oriented and process goals is included and also a list of behavioral objectives for the 4th, 7th, and 11th grades in cognitive, affective, and psychomotor domains.

Kentucky Educational Needs Assessment Study, Phase II, Learner Needs. Frankfort, KY: Department of Education. September 1971. 104 p.

Second phase of the needs study in Kentucky, a pilot study which tested performance goals and objectives based on the Phase I study. Learner skills in reading and mathematics for grades 4, 7, and 11 were assessed, as well as student attitudes and testing of psychomotor skills. Criterion-referenced objectives are given.

Kentucky Assessment Program: Phase II and III, Learner Outcomes, FY 1972. Frankfort, KY: Department of Education. October 1972. 266 p.

An expansion and continuation of Kentucky's efforts in the needs assessment study which presents the analysis of Phase II and Phase III results of testing the 4th, 7th, and 11th grades in cognitive, affective, citizenship, and psychomotor needs. Grade level response means scores provided by school, region, and state. Explains sampling procedures; lists performance objectives for Phase II and Phase III with the tests to measure them for each of the grades. Appendices include copies of the citizenship instrument, student attitude inventory, and the physical fitness test.

Comprehensive Planning

****Right to Read.*** A Working Draft. Report to Interstate Project. Frankfort, KY: Department of Education. 1971. 89 p.

In addition to explaining the Right-to-Read Program in Kentucky, this report includes a planning and evaluation design as part of the comprehensive planning effort in the Kentucky Department of Education. The design is being implemented as a companion development of the Right to Read Program. Preliminary and tentative goals and objectives of the several bureaus, divisions, units and staff within the Department of Education are detailed.

Accountability Systems: Models

Comprehensive System-wide Evaluation Accountability Models. Frankfort, KY: Mid-Atlantic Region Interstate Project. May 1972. 25 p.

The system-wide accountability model for Kentucky as reported for the Mid-Atlantic Interstate Project.

Test instruments - development of

Adaptation of Norm-Referenced Test Items as a Criterion Reference Measure. Frankfort, KY: Department of Education. December 1972. 11 p.

Discusses norm-referenced and criterion-referenced tests and factors involved in adapting norm-referenced test items as a criterion-reference measure.

Educational Goals

****Goals of Education in Kentucky.*** Frankfort, KY: State Board of Education. October 1973. 13 p.

Presents the learner outcome educational goals of adopted by the State Board in the fall of 1973.

Goals of Kentucky Department of Education. Frankfort, KY: State Board of Education. March 1974. 17 p.

Presents six management educational goals of education adopted by the State Board in March 1974.

*Sent to ERIC.

LOUISIANA

State Agency Representative

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Dr. Everett V. Worcester, Coordinator
LA Assessment of Educational Progress
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State Board, Department of Education Policies

Michot, Louis J. ***Priorities for Progress in Public Education.*** Baton Rouge, LA: Department of Education. 1972. 2 p.

A list of 14 major priorities for Louisiana education, as formulated by State Superintendent of Schools Louis J. Michot in 1972, among which is building a system of accountability on the state and parish levels to continuously measure progress toward stated objectives.

Assessment and Evaluation

Louisiana Assessment of Educational Progress. Bulletin 1229 Rev. January 1974. Baton Rouge, LA: Department of Education.

The Louisiana Assessment of Educational Progress was initiated in July, 1973. This is a brochure which describes the program. The purpose of the program is to build a system of accountability, strengthen teacher education programs, and improve teacher inservice workshops and institutes. A sample of 9, 13, and 17-year olds will be assessed each year in a subject matter cycle that includes reading, mathematics, social studies, career and occupational development, writing, literature, science, music, and art. Results will report the percentage in each age group who respond correctly for each exercise by age, sex, and region of the state. Using an adaptation of the National Assessment model.

Assessment, Accountability, and You. Bulletin No. 1248. Baton Rouge, LA: Department of Education. 1974. 8 p.

A report prepared for Louisiana citizens that outlines the Louisiana Assessment of Educational Progress program and shows how the assessment and accountability are interrelated. Beginning with the 1973-74 school year, 9-year olds, 13-year olds, and 17-year olds were assessed in reading with other subject areas to be assessed in subsequent school years through 1978-79. Based upon the National Assessment Program model. Performance objectives were measured by criterion-referenced test instruments.

Performance Objectives - development of

Social Studies Objectives Survey, 1974-75. Baton Rouge, LA: Department of Education. Bulletin No. 1243. 8 p.

A survey being used by the Louisiana Assessment of Educational Progress staff to establish social studies performance objectives for use during the 1974-75 school year. Sent to a broad cross section of citizens in the state.

MAINE

State Agency Representative

Dr. Horace P. Maxcy, Jr.
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Educational Goals

Proposed Philosophy for Maine Schools. Augusta, ME: State Curriculum Committee, Department of Educational and Cultural Services. 1971. 8 p.

A list of learner outcome educational goals that have been adopted by the State Board of Education. A proposed philosophy for Maine Schools and guidelines for implementation are included.

Assessment and Evaluation

Educational Needs Assessment Plan for Maine. Augusta, ME: Department of Educational and Cultural Services. January 7, 1972. 18 p.

The plan for the Maine Assessment of Educational Progress is presented. It includes assessment budget; objectives of the assessment; a five-year cycle calendar of the subject areas to be assessed, assessment ages, and assessment domains; derivation and list of goals and subgoals; objectives that were developed by NAEP and adapted for use in the Maine assessment; assessment instrument and administration of the instrument; data analysis procedures; and utilization of the findings.

Maine Assessment of Educational Progress - Highlight Report. Augusta, ME: Department of Educational and Cultural Services. December 1972. Pamphlet. 5 p.

A short highlight report in brochure form of the conclusions drawn as a result of the Maine Assessment of Educational Progress conducted in 1972 which assessed a sample of 17-year old students in citizenship and writing. The use of NAEP objectives enabled a comparison between Maine and national results.

Maine Assessment of Educational Progress - Results Report 1. Citizenship and Writing. Augusta, ME: Department of Educational and Cultural Services. 1972. 67 p.

This is one of a series of reports of the first step in Maine's Assessment of Educational Progress, which is a ten-year comprehensive needs assessment program. The first phase of the assessment investigated citizenship and writing using the NAEP model; 8 other areas will be assessed in subsequent years. The report discusses the background and purpose of the assessment, sampling procedures; exercise package development; administration and scoring procedures; the data analysis plan; the use of variables. Comparisons are made with NAEP results by contrasting various groups of Maine students with analogous NAEP subgroups. Another section is concerned with contrasting various groups within Maine defined by demographic, family and student, and school variables.

Maine Assessment of Educational Progress, Results Report I, Appendixes A-E. Citizenship and Writing. (Report #3). Augusta, ME: Department of Educational and Cultural Services. 1972. Approx. 230 p.

This report contains appendices of information about the Maine Assessment of Educational Progress in citizenship and writing for age 17, conducted in 1972. Appendix A is an analysis grouping variables within Maine; Appendix B, descriptive data for the sample by region and size of community; Appendix C contains copies of the citizenship and writing exercises; and the remaining two appendices present tables of results. Comparisons are made of Maine results with appropriate NAEP data. Results presented as percentages of students who gave the correct response on an exercise.

Maine Assessment of Educational Progress, Results Report II, - Citizenship and Writing. Augusta, ME: Department of Educational and Cultural Services. 1972. (Report #4). 36 p.

This report is a summary of the data and results presented in the two previous reports. Each of the 30 exercises used in the assessment is reported separately with the test of its NAEP objective, the exercise as presented to the respondent, and examples of acceptable and unacceptable responses. Numerical results for each exercise are estimated p-values for the groups of in-school 17-year olds identified by each of five reporting categories (the nation, northeast region, state, sex, and region within Maine). Intended as a partial report to aid readers in grasping some of the scope of results of the project.

Maine Assessment of Educational Progress, Methodology — Citizenship and Writing. (Report #5). Augusta, ME: Department of Educational and Cultural Services. 1972. 53 p.

This report and the next deal with the methodology of the Maine Assessment of Educational Progress. More detailed information is presented for the sample design, the exercise package, administration and scoring, and supplementary information regarding the principal's questionnaire and school information data collected.

Maine Assessment of Educational Progress, Methodology Appendixes — Citizenship and Writing. (Report 6). Augusta, ME: Department of Educational and Cultural Services. 1972. 128 p.

The methodology appendices include technical aspects of the sample design; copies of the exercise package in citizenship and writing; the school principal's questionnaire; the exercise administrator's manual; and scoring categories for open-ended exercises.

Maine Assessment of Educational Progress — Exercise Administrator's Manual. Augusta, ME: Department of Educational and Cultural Services in cooperation with Research Consortium for Educational Assessment. May 1972. 28 p.

A copy of the exercise administrator's manual used in the 1972 Maine Assessment of Educational Progress in citizenship and writing.

Maine Assessment of Educational Progress, Methodology — Reading and Science. Augusta, ME: Department of Educational and Cultural Services. 1973. Approx. 90 p.

This report discusses the methodology of the 1973 assessment of a sample of 17-year olds in the subject areas of reading and science, the second phase of Maine's Ten-year Assessment of Educational Progress. Fully detailed explanations are given of the sample design; the test exercise package, including development of the reading and science exercises with examples; other data collected from records and principal's questionnaire; administration and scoring. Appendices contain weighting and estimating procedures for the sample design; the exercise booklet used; copy of the student questionnaire on socio-economic background; a copy of the school principal's questionnaire; Department school data form; exercise administrator's manual.

Maine Assessment of Educational Progress, Results Report—Reading and Science. Augusta, ME: Department of Educational and Cultural Services. 1973. 134 p.

The analysis plan and results of the second phase of Maine's ten-year Assessment of Educational Progress, which assessed a sample of 17-year olds in reading and science in 1973, are presented in detail in this report. The report consists of four parts: (1) descriptive characteristics of Maine 17-year old students based upon their responses to questions about themselves and upon data gathered about the schools they attend (2) comparisons of Maine performance levels with National Assessment performance levels (3) comparisons of reading and science performance levels for groups of Maine students characterized by demographic, home, and school factors, and (4) implications of the results for Maine education. Appendices contain the student and school principal's questionnaire; Department of Education school data form; descriptions and definitions of all reporting variables and reporting groups related to reading and science performance data; and bibliographic references for reading program development.

Maine Assessment of Educational Progress, Detached Results Appendices—Reading and Science. Augusta, ME: Department of Educational and Cultural Services. 1973. 303 p.

This report contains four detached appendices that belong to the preceding 1973 Results Report. Appendix D contains the reading and science performance results, by exercise, for Maine reporting variables and National Assessment comparison groups. Appendix E contains reproductions of reading and science exercises with illustrations not included in Appendix D. Appendix F gives the percents of 17-year olds, by reporting group, who responded correctly to different ranges of items within reading and science subobjectives designated by Department of Education assessment planners. Appendix G offers the descriptive results in percent of the 17-year old student population for size of community and parents' education by all other reporting variables.

Test Instruments—copies of

Maine Assessment of Educational Progress. Test Booklet — grades 9-12. Augusta, ME: Department of Educational and Cultural Services in cooperation with Research Consortium for Educational Assessment printed by MRC Iowa City, Iowa: Form No. 2755. No date. 32 p.

Copies of the test instruments in citizenship and writing used in the 1972 Maine Assessment of Educational Progress. (These also appear in the preceding report.)

MARYLAND

State Agency Representatives

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Coordinator of Accountability
State Department of Education
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Baltimore, Maryland 21240

Legislation

Senate Bill No. 166, 1972. Baltimore, MD: Maryland State Legislature. 3 p.

This bill provides for the establishment of educational accountability in the public education system of Maryland.

Educational Goals

****Goals and Needs of Maryland Public Education.*** Baltimore, MD: Department of Education. November 1972. 25 p.

Presents procedures used in 1972 in the development and ranking of educational goals for Maryland public education and certain critical needs. These goals were later revised in 1973.

Accountability Systems: Models

Guidelines for Accountability. (MSDE Working Paper for Discussion Only) Baltimore, MD: Department of Education. September 1972. 78 p.

A working paper for discussion only describing a plan for an accountability system developed for implementation of Senate Bill No. 166, 1971. Plan not adopted by State Board of Education. Key elements of accountability are discussed in the first section. Accountability procedures outlined in second section and how they are to be applied to different levels of responsibility at the organizational level: to the State Board of Education, State Superintendent and state staff, local boards of education, local superintendents and local staff, school principals and school staff.

Progress Report: Progress Toward Accountability. Baltimore, MD: Department of Education. May 22, 1972. 14 p.

A short report of the Department of Education's efforts to achieve educational accountability and the steps leading up to the passage of accountability legislation by the 1972 General Assembly in cooperation with the Department staff.

Sensenbaugh, James A. ***Accountability in Education in Maryland.*** Baltimore, MD: Department of Education. November 28, 1972. (an address) 12 p.

In this speech the State Superintendent states what accountability should and should not be; expresses the thought that Maryland should move into an accountability program gradually; and presents suggestions for implementing the accountability legislation.

The Schools of Maryland: Accountability. Brochure. Baltimore, MD: Department of Education. No date.

A brochure for public consumption presenting the main factors of the Maryland accountability system.

Statement on Accountability. State Board Exhibit A. Baltimore, MD: Department of Education. January 13, 1973. 6 p.

A statement on the educational accountability system envisioned by the State Board of Education to implement the 1972 accountability legislation. It includes the establishment of educational goals in reading, writing and mathematics; student achievement related to each of the goals, and an analysis of achievement results related to variables. Cites appointment of a State Advisory Committee on Accountability and its duties. Lists five learner outcome goals adopted in 1973 that each student should be able to attain upon completing his elementary-secondary school program.

Design for Accountability: A Preliminary Report from the Advisory Council to the State Board of Education. Baltimore, MD: Department of Education. Adopted June 20, 1973. 13 p.

Presents the State Advisory Council on Accountability's recommendations for the accountability system to be initiated in Maryland and the tasks to be completed by the Council. The first task is the establishment of goals in reading, writing, and mathematics. The goals are listed with the idea that they should be overall criteria for local school systems to follow in developing their own goals. Recommendations for measuring student achievement related to the goals are presented. A third task is to suggest a format for analyzing and reporting the achievement results, which is to be considered in later meetings of the Council. The goal statements, adopted in 1973, are accompanied by objectives for clarifying the intent of the goals in each of the subject areas.

A Plan to Implement the Maryland Educational Accountability Law. State Board Exhibit D. Baltimore, MD: Department of Education. July 25, 1973. 5 p.

Presents a time schedule for implementing various components of the Maryland accountability system. Gives requirements of the accountability law; essential elements for implementing goals and objectives requirements with a time schedule; funding sources; elements of the testing program with a time schedule; and activities for future development of the accountability program.

Assessment and Evaluation

Letters from Superintendent to school superintendents re accountability legislation and assessment components being implemented to carry out law. Baltimore, MD: Department of Education. 1973 and 1974. (A series of 5 letters.)

A series of letters from the State Superintendent to local school superintendents from January, 1973 through January, 1974, apprising them of the various steps being taken to implement the accountability system in Maryland as required by law and the part they are expected to play in it. The letters are concerned mainly with information about the assessment component of the accountability plan and a handbook of guidelines for local district use in the assessment.

Maryland Handbook on the Accountability Assessment Program. Prepared by Research Triangle Institute, N.C. for Maryland State Department of Education. January 30, 1974. 62 p.

Guidelines to be used by all Maryland public schools in implementing the Assessment component of the Maryland Educational Accountability Program. Contains background and rationale for the Maryland Accountability Assessment Program; the roles of the State Board of Education and the State Advisory Council on Accountability; the assessment instruments; the state plan for implementation of the legislation; testing of the handicapped; reporting to the Governor and the Legislature; precautions;

responsibilities for the program at the state, local system, school building, and classroom levels; future accountability plans; and an orientation to testing.

Accountability—Evaluating Compensatory Education. Baltimore, MD: Department of Education. No date. 20 p.

A descriptive account of the evaluation of a 1970 compensatory education conference containing highlights of some of the ideas, concepts, and areas of concern that emerged.

Financial Reporting Manuals

Financial Reporting Manual . . . Maryland Public Schools. Baltimore, MD: Department of Education. Revised 1970. 130 p.

An accounting manual which follows the suggestions of the U.S. Office of Education's publication, ***Financial Accounting for Local and State School Systems.*** To be used as a tool by local Maryland school systems for maintaining sound budgeting and accounting procedures.

*Sent to ERIC.

MASSACHUSETTS

State Agency Representative

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Woburn, Massachusetts 01801

Comprehensive Planning

Proposals for Progress in the '70's. Medford, MA: Lincoln Filene Center, Tufts University. June 1970. 48 p.

A summary report of a study of the Massachusetts Department of Education prepared by the Lincoln Filene Center of Tufts University. Makes specific recommendations to improve the Department's operations and functions. Among them are the establishment of educational goals for students, assessment of student achievement with respect to the goals, evaluation of schools, and accountability by educators and educational decision-makers to the publics they serve of their performance with respect to students.

Massachusetts Board of Education Priorities for 1971—The Results Approach to Education and Educational Imperatives. Boston, MA: State Board of Education. Fall 1970. 31 p.

This report is a management concept put forward by the Board of Education which identifies 14 educational "imperatives" essential for effective public accountability in the years ahead. They are stated as priorities of the Department of Education. Among them is the establishment of pupil-oriented and process-oriented goals, and the assessment of pupil achievement. Also stressed is the encouragement of student and community participation and cost effectiveness in school management. The roles of the Board and the Department of Education are delineated.

Educational Goals

Educational Goals for Massachusetts. Report of the Task Forces on Educational Goals. Boston, MA: State Board of Education. September 1971. 20 p.

This is the result of completing one of the educational imperatives set by the State Board of Education, a statement of educational goals. Ten learner outcome goals are listed with narrative explanation accompanying each. The reports also lists several concepts and conditions intended to facilitate the realization of the goals and steps for carrying them out. A final passage addresses itself to the method used for developing the goals.

Report of Local Educational Agency on Educational Goals for Massachusetts. Guidelines and Forms. Boston, MA: Department of Education. February 1972. 50 p.

A book of guidelines and forms to assist the local educational agencies to review their policies and programs in the light of the educational goals and to initiate a specific plan for attaining the goals. The report contains an initial design for assessment and evaluation developed by the Department of Education to show the relationship of a goal and the assessment design as they are currently envisioned. This design is subject to change of direction and emphasis.

Report on the Educational Goals for Massachusetts. Boston, MA: Department of Education. December 1973. 27 p.

A summary of information regarding the current status of educational policies and programs in local educational agencies in relation to the Goals of Education, which was sought by means of the report annotated above ***(Report of Local Educational Agency on Educational Goals for Massachusetts).*** For each of the ten goals listed in the report, schools were asked what present policies and programs in

operation serve as a means for attaining the goal; to what extent have they succeeded; what new programs will be instituted in the coming year to attain the goal; and given additional funds, what new programs would be initiated to achieve the goal. An overall picture of the programs in Massachusetts for each goal is presented from the results of the questions and a characteristic citizen advisory committee is described.

Assessment and Evaluation

Massachusetts Design for Assessment. A position paper prepared by MDE Task Force on Assessment. Boston, MA: Department of Education. Fall 1971. 6 p.

A planning document reflecting possible emphases in a ten-year design for assessment of public education in Massachusetts. Along with alternative evaluation activities related to the Goals and repetition of aptitude/basic skills achievement battery, examination of assessment instruments in affective behaviors, attitudes, and values will take place. Criterion-referenced testing in science and citizenship at grade seven will be initiated with consideration being given to objectives and items from the National Assessment Project.

Note: A more up-to-date document of the Cooperative Design for Assessment and Evaluation in Massachusetts appears in the Appendix of ***Report of Local Educational Agency on Educational Goals for Massachusetts,*** which is annotated under the heading of ***Educational Goals.*** Describes briefly the long-range, cooperative effort of the Department of Education to create a design in collaboration with local communities that the total educational community can use to assess the learning needs of individual students and groups of students, and to evaluate the effectiveness of local and state educational programs.

Massachusetts Application of National Assessment Items in Citizenship and Science. Boston, MA: Department of Education. February 1972. 6 p.

A brief document introducing the plan for using National Assessment items and objectives in citizenship and science for assessing 7th grade pupils in 1971-72 as part of Massachusetts' assessment design. Includes samples of objectives used.

State Testing Programs

****Massachusetts Fourth Grade Testing Program 1971.*** Boston, MA: Department of Education. April 1971. 4 p.

A brief report of the first statewide testing program conducted by the state using standardized, norm-referenced aptitude test for the 4th grade.

Legislation

Chapter 847, 1973. Boston, MA: Massachusetts State Legislature. September 1973.

A 21-member Commission is to be appointed to recommend standards and procedures for certification and program approval to the Board of Education. Duties include the development and recommendation of objective and verifiable standards for determining competence of educational personnel and for educational specialists. Local evaluation committees also will be appointed. Performance-based teacher certification is possible under this law, although it is not specifically demanded. Effective September 1974.

*Sent to ERIC.

MICHIGAN

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Legislation

Public Act No. 307, 1969. Lansing, MI: Michigan State Legislature. August 12, 1969. 1 p.
Initiated by the State Department of Education, this Act authorizes the Department to develop a state assessment program that measures objectively pupil learning outcomes in basic skills.

Public Act No. 38, 1970 (Enrolled House Bill No. 3886). Lansing, MI: Michigan State Legislature. 3 p.
A more comprehensive Act concerning the state assessment program with several accountability approeches.

Educational Goals

****The Common Goals of Michigan Education.*** Lansing, MI: Department of Education. September 1971. 11 p.
Gives some information on the development of educational goals for Michigan and presents the learner outcome goals as adopted by the State Board in 1971. Also included are four suggested programs leading to the attainment of the goals: quality teaching, accountability, assessment and evaluation, and research and development.

Accountability Systems: Models

A Position Statement on Educational Accountability. Lansing, MI: Department of Education. 1972. 9 p.
Presents the role of the State Board of Education and Department of Education in implementing an accountability model for Michigan's educational enterprise.

Taking Michigan's Educational Pulse. (Brochure) Lansing, MI: Department of Education.
A brochure for public consumption that describes the six steps of Michigan's accountability model.

Porter, John W., State Supt. ***Accountability in Education.*** (An Address) Lansing, MI: Department of Education. March 1971. 13 p.
An address by Dr. John Porter, Michigan's State Superintendent, concerning his understanding and beliefs about accountability and some of the problems involved in establishing an accountability system.

Assessment and Evaluation

The Assessment of Educational Progress in Michigan. Lansing, MI: Department of Education. January 28, 1969. 12 p. Memorandum.
A memo to the State Board of Education concerning plans for an assessment of educational progress for the state. Gives background of assessment in other states and in the U.S.; a possible rationale and

procedures for periodic assessment in Michigan; a discussion of opposition to the assessment; and recommendations for the State Board.

Purpose and Procedures of the Michigan Assessment of Education. Assessment Report Number One. Lansing, MI: Department of Education. August 1969. 10 p. ERIC ED 046 984.

A general outline of the first of the assessment activities that will take place during the 1969-70 school year for local school district personnel and other interested readers. Gives purposes of the assessment, some information on the assessment of basic skills this first year, and the study of variables descriptive of pupil backgrounds and school and school system resource levels which Michigan terms "correlates."

Activities and Arrangements for the 1969-70 Michigan Assessment of Education. Assessment Report Number Two. Lansing, MI: Department of Education. December 1969. 20 p. ERIC ED 046 985.

Provides a summary of the progress in the assessment program for 1969-70 and details some of the actual mechanics of the program. These include the selection of local district coordinators; the appointment of a technical advisory group; a specifications committee to review test specifications; a citizens' committee on goals; details concerning the administration of the test battery; subject areas being assessed, and grades; data analysis; and reporting the results.

Technical Report of Selected Aspects of the 1969-70 Michigan Educational Assessment Program. Lansing, MI: Department of Education. August 1971. Prepared by ETS, Princeton, N.J. 45 p. ERIC ED 064 286.

Describes in detail the development of the 1969-70 assessment instruments used in assessing the levels and distribution of educational performance for the state's districts, schools, and pupils. Contains brief description of the 1969-70 assessment program, its purposes and procedures; details the construction of the achievement battery and the pupil background questionnaire; the development of the scaled scores arising from the statistical treatment of responses to the items in the battery; and characteristics of the battery components.

Levels of Educational Performance and Related Factors in Michigan. Assessment Report Number 4. Lansing, MI: Department of Education. 1970. 26 p. ERIC ED 046 987.

The three sections in this report present the highlights of the results of the 1969-70 assessment; explain precautions to be taken in the interpretation of the data; describe the assessment measures used; and present education profiles for Michigan's regions and community types, one for each of the state's four geographic regions, and for the 4th and 7th grades.

Distribution of Educational Performance and Related Factors in Michigan. Assessment Report Number 5. Lansing, MI: Department of Education. 1970. 16 p. ERIC ED 046 988.

This report of the 1969-70 Michigan Assessment Program presents data which indicate the ways in which educational performance and certain factors (variables) related to performance are distributed in the state. The first section summarizes the findings presented in the report. The second states precautions to be taken in interpretation of the data; the third presents definitions of the assessment measures used in the report. The fourth section explains how the educational distribution tables were prepared, and the fifth contains the educational distribution tables and brief summaries of the findings in each table.

Local District Report: Explanatory Materials. Assessment Report No. 6. Lansing, MI: Department of Education. 1970. 35 p. ERIC ED 045 733.

The purpose of this report is to provide local school district officials and citizens with information regarding their own school district and its schools in regard to the 1969-70 assessment program. The first section presents the precautions to be taken in the interpretation and utilization of the data; the second section explains the format of the data presented in the local district's computer printout. The third section defines the assessment measures, and the fourth describes the norm tables that are provided in the booklet.

Local District Report: Supplementary Explanatory Material. Addendum to Educational Assessment Report No. 6. Lansing, MI: Department of Education. February 1971. 29 p.

This report provides local school officials with additional interpretative assessment information from the 1969-70 program written in non-technical language. The first section provides definitions of certain statistical terms used in the assessment effort. The second section outlines the construction and meaning of the 1969-70 assessment scores. The third section discusses the construction and use of pupil norm tables which are provided in the booklet. An appendix lists the socioeconomic and attitude questions used in the assessment.

Distribution of Educational Performance and Related Factors in Michigan; A Supplement. Assessment Report No. 8. Lansing, MI: Department of Education. 1971. 64 p. ERIC ED 059 254.

Presents supplementary data that indicates ways in which educational performance and certain factors (variables) related to performance are distributed in the state as determined by the results of the 1969-70 assessment program. Limits of the data and cautions to be exercised in their interpretation are presented, the measures used in the assessment program are described, and the construction and interpretation of the educational distribution tables are explained. Brief written summaries of the findings of the major tables included.

****Levels of Educational Performance and Related Factors in Michigan: A Supplement.*** Assessment Report No. 9. Lansing, MI: Department of Education. December 1970. 90 p.

Supplementary material is presented in this report concerning data which shows the level of educational performance and the levels of certain factors (variables) related to performance within Michigan's geographic regions and community types reported in an earlier document. It utilizes and describes all the performance levels of all the factors gathered in the assessment. Contains education profiles for geographic regions and community types of three sorts: profiles constructed from district-level assessment results; profiles constructed from school-level assessment results; and profiles constructed from pupil responses to the 1969-70 assessment battery. Examination of the profiles will enable the reader to understand the levels of educational performance, as measured by basic skills achievement, and of certain factors or variables presumed to be related to performance in the state's geographic regions and community types.

Objectives and Procedures of the Michigan Educational Assessment Program, 1970-71. Assessment Report No. 7. Lansing, MI: Department of Education. 1970. 35 p. ERIC ED 049 299.

Presents the 1970-71 objectives and procedures for the second year of the Michigan Educational Assessment Program.

1970-71 Individual Pupil Report: Explanatory Materials. Lansing, MI: Department of Education. April 1971. 29 p. ERIC ED 053 217.

First report of the results from the 1970-71 assessment of grades 4 and 7 intended to provide school districts with basic information regarding students that will help them, their parents, and educators to assess their progress. First section describes the content of each test (vocabulary, reading, mechanics of written English, and mathematics). Cautions to be used in interpreting the data are expressed, and an explanation of how to interpret the materials accompanying the booklet is provided, as well as explanations for pupils' scores. A final section defines statistical terms used in the program and provides technical information regarding the assessment battery.

Local District and School Report: Explanatory Materials. The Third Report of the 1970-71 Michigan Educational Assessment Program. Lansing, MI: Department of Education. June 1971. 39 p. ERIC ED 059 255.

The purpose of this report of the 1970-71 assessment is to provide local school district officials with information regarding their own school district and its schools to assist them in making local decisions in the allocation of resources and the design of educational programs. It also provides a general indication of the areas within the local school district which may need closer study. The first section describes precautions to consider in using and interpreting the data and defines statistical terms used. The next

section outlines the assessment measures and introduces the computer printouts containing the local district and school data. The third section describes the norm tables provided with the report.

Local District Results, Michigan Educational Assessment Program. The Fourth Report of the 1970-71 Series. Lansing, MI: Department of Education. December 1971. 171 p. ERIC ED 064 288.

Purpose of this report is to provide the public with information regarding the average scores on the 1970-71 educational assessment measures of all public school districts in the state. Provides a general indication of areas within the local school district which may need closer study. Each of the district measures is presented in two ways: first, a figure is shown that represents the district's score on each measure. Second, a percentile rank is shown for each measure that indicates how each district fared in relation to the other districts on each of the measures. Decile distributions are included to show what percent of the district's 4th and 7th grade pupils earned composite achievement scores in each decile of a statewide tabulation of pupil scores. They show what percent of each district's pupils fell into each of ten general achievement levels.

****Levels of Educational Performance and Related Factors.*** The Fifth Report of the 1970-71 Michigan Educational Assessment Program. Lansing, MI: Department of Education. June 1972. 56 p.

Contains education profiles for Michigan's school districts, schools and pupils for the 1970-71 educational assessment. Designed to answer the question of what is the level of basic skills achievement and of other educational assessment measures in Michigan and in Michigan's community types. Examined are the levels of basic skills performance at grades 4 and 7 in communications skills and mathematics, and the levels of certain factors (variables) presumed to be related to performance, such as expenditures per pupil, average experience of teachers, etc. Community types are metropolitan core city, city, urban fringe, town and rural, with the state being the basic frame of reference. Profiles constructed from district-level mean scores on the assessment measures, school-level mean scores, and individual pupil scores.

****Distribution of Educational Performance and Related Factors.*** The Sixth Report of the 1970-71 Michigan Educational Assessment Program. Lansing, MI: Department of Education. June 1972. 42 p.

Contains a series of educational distribution profiles for the state as a whole prepared from the 1970-71 assessment results, in order to determine whether certain student and school measures (such as school financial resources, staffing resources, etc.) bear a relationship to pupils' levels of basic skills achievement in the state's schools. Determines the relationship of students' background characteristics to their acheivement level, to the levels at which their schools are supported, and to teacher characteristics.

****Educational Assessment and District Enrollment in Michigan.*** The Seventh Report of the 1970-71 Michigan Educational Assessment Program. Lansing, MI: Department of Education. June 1972. 42 p.

Contains education tables for groups of Michigan school districts divided on the basis of district size, designed to answer the question of whether school districts with different enrollment size score differently, as a group, on the Michigan assessment variables. For the 1970-71 assessment, size, as a basis for classifying districts, took the place of the geographic regions used in the 1969-70 assessment.

****Technical Report.*** The Ninth Report of the 1970-71 Michigan Educational Assessment Program. Lansing, MI: Department of Education. June 1972. 57 p.

The primary function of this report is to present the technical information needed to evaluate the instruments and techniques used to measure and report the status of student achievement and attitude in the 1970-71 assessment program. The first section briefly describes the 1970-71 assessment program. The second section describes the assessment battery and contains two subsections that deal with its noncognitive and cognitive parts. Each subsection explains the instruments involved, the derivation of reported scores, and the psychometric properties of the measures.

Objectives and Procedures. The First Report of the 1971-72 Michigan Educational Assessment Program. Lansing, MI: Department of Education. October 1971. 30 p. ERIC ED 059 257.

The purpose of this report is to provide local school district officials with information about the 1971-72 Michigan Educational Assessment Program, its objectives and the procedures that will be followed. Presents the six basic elements of an analysis process adopted by the State Board, an accountability model for Michigan.

****Individual Pupil Report: Explanatory Materials.*** The Second Report of the 1971-72 Michigan Educational Assessment Program. Lansing, MI: Department of Education. April 1972. 29 p.

The purpose of this report is to provide local school officials with information regarding the performance on basic skills achievement of each student who took the 1971-72 assessment battery, and to provide them with information that will assist them in understanding and interpreting their students' scores. The content of each test is described, cautions to be used in interpretation are provided, how to interpret the materials is explained, and statistical terms used in the program are defined.

****Local District and School Report: Explanatory Materials.*** The Third Report of the 1971-72 Michigan Educational Assessment Program. Lansing, MI: Department of Education. May 1972. 47 p. ERIC ED 059 255.

Provides local school district officials with information regarding their own school district and its schools concerning the results of the 1971-72 assessment program for the purpose of assisting them in making local decisions about the allocation of resources and the design of educational programs. Gives a general indication of the areas within the local district that may need closer study. Contains precautions to be used in interpreting the data; lists the assessment measures and introduces the computer printouts containing local district and school data; describes the norm tables in the report; and explains how to construct and interpret district-level and school-level education profiles.

****Local District Results.*** The Fourth Report of the 1971-72 Michigan Educational Assessment Program. Lansing, MI: Department of Education. September 1972. 150 p.

Provides the public with information regarding the average scores on the educational assessment measures of all public school districts in Michigan regarding the results of the 1971-72 assessment program. Indicates areas within the local district which may need closer study.

Technical Report. The Fifth Report of the 1971-72 Michigan Educational Assessment Program. Lansing, MI: Department of Education. November 1972. 24 p. & appendices.

Provides technical information needed to evaluate the instruments and techniques used in the 1971-72 assessment program. Describes how the basic skills instruments were developed (word relationships, reading, mechanics of written English, and mathematics) and how they were reported, as well as the composite estimate of socioeconomic status.

The Equating Report: Year-To-Year Analysis of the Cognitive Tests of the Michigan Educational Assessment Program, 1970-72. Lansing, MI: Department of Education. March 1973. 36 p. & appendices.

The purpose of this report is to provide information and data with which state and local educators can analyze the achievement data of the assessment program on a year-to-year basis and on a state, local district, or school basis. A discussion of the need for equating test scores and of the general procedures by which equating is done is presented in the first section. The second section discusses in detail the equating of the assessment achievement tests from 1970 through 1972. The final section presents the cautions and limitations inherent in the equating processes.

****Objectives and Procedures.*** The First Report of the 1972-73 Michigan Educational Assessment Program. Lansing, MI: Department of Education. October 1972. 33 p.

This report restates the objectives of the Michigan Educational Assessment Program for the 1972-73 school year, projects the future long-range plans for the information and planning of local districts and state officials, and indicates in some detail the specific procedures to be followed in the 1972-73 program.

Individual Pupil Report: Explanatory Materials. The Second Report of the 1972-73 Michigan Educational Assessment Program. Lansing, MI: Department of Education. March 1973. 32 p.

Provides local school officials with information regarding the performance on basic skills achievement of each student who took the 1972-73 Michigan Educational Assessment battery, and with information that will assist them in understanding and interpreting their students' scores. The first section describes the content of each test (word relationships, reading, mechanics of written English, and mathematics). The second section presents cautions to be used in the interpretation of individual pupil scores from the program. The third section describes the materials that accompany the report and explains pupil scores that they contain. The final section defines statistical terms used in the program and provides technical information about the assessment battery.

Local District & School Report: Explanatory Materials. The Third Report of the 1972-73 Michigan Educational Assessment Program. Lansing, MI: Department of Education. March 1973. 49 p.

Provides local district officials with information to enable them to understand and utilize the local district and local school reports provided by the Michigan Educational Assessment Program for the testing period of January, 1973. Report accompanies the data sheets and norm tables sent to each district and is intended to facilitate their use. By following procedures given in report, local school district officials can construct education profiles that will enable them to relate assessment results for their district and schools to results obtained by groups of other districts and schools throughout the state and in the same community. Can identify levels of educational performance in selected basic skills and levels of selected non-achievement measures in their schools and district.

Assessment Administration Manual, Michigan Educational Assessment Program, 1973-74. Grade 4, Year 5. Lansing, MI: Department of Education. 14 p.

New tests were used for the 1973-74 Michigan Educational Assessment Program and this manual describes the procedures to be used to administer the tests to be given to Grade 4 pupils.

Assessment Administration Manual, Michigan Educational Assessment Program, 1973-74, Grade 7, Year 5. Lansing, MI: Department of Education. 12 p.

This manual describes the procedures to be used to administer tests to Grade 7 pupils for the 1973-74 Michigan Educational Assessment Program, which are new tests requiring different procedures for administration.

Local and Intermediate District Coordinator's Manual. The 1973-74 Michigan Educational Assessment Program. Lansing, MI: Department of Education. 4 p.

This manual instructs the local and intermediate district coordinators in the procedures necessary for administering the 1973-74 assessment to Grade 4 and 7 pupils in the subject areas of reading and mathematics.

School Coordinator's Manual. 1973-74 Michigan Educational Assessment Program. Lansing, MI: Department of Education. 4 p.

This manual instructs the school coordinators in the procedures necessary for administering the assessment instrument to Grades 4 and 7 pupils in the subject areas of reading and mathematics in 1973-74.

Instructions for Administering the Pupil Attitude Questionnaire. Michigan Educational Assessment Program, 1973-74. Lansing, MI: Department of Education. 2 p.

Instructions for administering the pupil attitude questionnaire used in the 1973-74 Michigan Educational Assessment Program. This is a voluntary participation on the part of the school districts under one of three options; involves all 4th and 7th graders; involves only all 4th graders; involves only all 7th graders.

Michigan's New 'Teacher Aid'. Brochure. Lansing, MI: Department of Education.

A small brochure which summarizes the changes in the new state assessment tests to be administered in the 1973-74 school year. Tests are now objective-referenced instead of norm-referenced and

performance will be compared to objectives. Detailed information will be presented for individual students. Grades 4 and 7 will be tested in reading and mathematics.

School and District Reports: Explanatory Materials, 1973-74. Michigan Educational Assessment Program. Third Report. Lansing, MI: Department of Education. 13 p. & appendices.

Explanatory report to assist educators in the interpretation of local and school district summary reports provided by the 1973-74 assessment program. Educational assessment measures used in the 1973-74 program are described and appendix contains listing of the mathematics and reading performance objectives for grades 4 and 7.

Individual Student and Classroom Reports: Explanatory Materials, 1973-74. Michigan Educational Assessment Program, Second Report. Lansing, MI: Department of Education. 1974. 15 p. & appendices.

This guide was prepared to help educators interpret the information provided for individual students and for classroom groups that resulted from Michigan's Educational Assessment Program conducted in 1973-74 in the subject areas of mathematics, reading, and word relationships. Objective-referenced instruments were used for the mathematics and reading tests; a norm-referenced measure for word relationships. Grades 4 and 7 were tested. Tests are described and aids in interpreting the information contained in the reports are provided. The objectives for the mathematics and reading tests are presented in the Appendix.

Performance Objectives - development of

****Developing Performance Objectives.*** Lansing, MI: Department of Education. 1972. 17 p.

One of the six steps in Michigan's accountability model is the development of performance objectives. This booklet describes the six-step accountability model and how performance objectives fit into the model; defines what performance objectives are, and the difference between goals and performance objectives; and explains with concrete examples how to develop the objectives.

The Developmental Process for Performance Objectives in Reading and Mathematics. Lansing, MI: Department of Education. No date. 2 p.

A two-page summary of the developmental process followed by Michigan from the Fall of 1971 to 1973 for developing performance objectives.

Questionnaires (pupil attitude, principal)

Principal's Questionnaire. Michigan Educational Assessment Program. Educational Testing Service, Princeton, COPYRIGHT 1971. 4 p.

A copy of the principal's questionnaire used in the 1971 Michigan Educational Assessment Program.

Pupil Attitude Questionnaire, Grade 4. Michigan Educational Assessment Program. Educational Testing Service, Princeton, N.J. COPYRIGHT. 2 p.

Pupil attitude questionnaire, grade 4, used in the 1973-74 Michigan Educational Assessment Program.

Pupil Attitude Questionnaire, Grade 7. Michigan Educational Assessment Program. Educational Testing Service, Princeton, N.J. COPYRIGHT. 2 p.

Pupil attitude questionnaire, grade 7, used in the 1973-74 Michigan Educational Assessment Program.

Test Instruments—copies of

Michigan Assessment of Basic Skills, Grade 4, Form SMT. Educational Testing Service, Princeton, N.J. COPYRIGHT 1965, 1966, 1970. 30 p.

Copy of Grade 4 test in vocabulary, reading, English expression, and mathematics used in the Michigan Assessment of Basic Skills in their assessment program.

Book 1, Word Relationships, Aural Mathematics and Reading, Mathematics Grade 4, Michigan Educational Assessment Program. 1973-74, Year 5. COPYRIGHT 1973 MDE. 34 p.

Copy of Grade 4 test in word relationships, aural mathematics and reading, and mathematics, used in the 1973-74 Michigan Educational Assessment Program.

Michigan Educational Assessment Program, Book 2, Reading, 1973-74, Year 5, Grade 4. COPYRIGHT MDE. 25 p.

Copy of Grade 4 test in reading used in the 1973-74 Michigan Educational Assessment Program.

Michigan Educational Assessment Program, Book 1, Word Relationships, Mathematics, Grade 7, 1973-74, Year 5. COPYRIGHT 1973 MDE and ETS. 34 p.

Copy of Grade 7 word relationships and mathematics test used in the 1973-74 Michigan Educational Assessment Program.

Michigan Educational Assessment Program, Book 2, Reading, Grade 7, 1973-74, Year 5. COPYRIGHT 1973 MDE. 26 p.

Copy of Grade 7 test in reading used in the 1973-74 Michigan Educational Assessment Program.

Performance indicators, variables, correlates

Research into the Correlates of School Performance: A Review and Summary of Literature. Assessment Report Number 3. Lansing, MI: Department of Education. 1970. 24 p. ERIC ED 046 986.

The Michigan Educational Assessment Program examines the level and distribution of student performance as measured by basic skills performance and a number of variables presumed to be related to student performance. This report reviews several major research efforts regarding the relationship of variables to student performance, discusses the limitations of the research, and outlines four major conclusions that can be drawn. A bibliography also is provided.

Rumbaugh, Stanley A. & others. ***A Study of the Relationships Among District Size, Expenditure Level and Composite Achievement.*** Lansing, MI: Department of Education. April 5, 1972. 12 p.

This paper was presented at a meeting in 1972 of the American Educational Research Association by members of the Michigan Department of Education. It summarizes research performed by others of the relationships among district size, expenditure level and composite achievement, and then presents what was found by Michigan data collected by the Michigan Educational Assessment Program in this area. Methods and procedures used by Michigan are described and results discussed.

Dissemination Methods

The Michigan Assessment of Education, 1969-70: The Politics of Reporting Results. Lansing, MI: Department of Education. February 1971. 20 p. ERIC ED 048 366.

A detailed and candid account of the difficulties the Michigan Department of Education encountered following the first assessment program in 1969-70 because of gubernatorial and legislative pressures to report individual pupil results.

Bettinghaus, Erwin P. and others. ****Keeping the Public Informed: Accent on Accountability.*** Lansing, MI: Department of Education for the Cooperative Accountability Projects Denver, CO. 1973. 15 p.

This is a digest of a more detailed report that develops a dissemination model for educational accountability programs prepared for the Cooperative Accountability Project by the State of Michigan, one of the seven state members of CAP. Explains four basic steps to be taken to accomplish an effective accountability communication program and includes tips for working with the news media. Several observations about the communication process and three basic theories about communications are discussed.

Bettinghaus, Erwin P. & G. R. Miller, Michigan State University. ***Part I, Reactions to State Accountability Programs.*** A dissemination system for state accountability programs. Prepared for Cooperative Accountability Project, Denver, CO. June 1973. 69 p.

The first of a three-part report prepared by the State of Michigan for the Cooperative Accountability Project which offers a dissemination model for educational accountability programs. The model outlines potential strategies for the appropriate reporting of the results obtained from the application of educational accountability models. This part of the report examines current and past accountability models along with the reactions of various publics to those models.

Bettinghaus, Erwin P. & G. R. Miller, Michigan State University. ***Part II, The Relationship of Contemporary Communication Theory to Accountability Dissemination Procedures.*** A dissemination system for state accountability programs. Prepared for Cooperative Accountability Project, Denver, CO. June 1973. 55 p.

The second part of a three-part report prepared by the State of Michigan for the Cooperative Accountability Project which offers a dissemination model for educational accountability programs. This part examines current dissemination policies within the framework of contemporary communication theory to develop a rationale for the construction of an appropriate dissemination model.

Bettinghaus, E. P. & G. R. Miller, Michigan State University. ***Part III, Developing Dissemination Procedures for State Accountability Programs.*** Prepared for Cooperative Accountability Project, Denver, CO. June 1973. 67 p.

The third part of the three-part report prepared by the State of Michigan for the Cooperative Accountability Project which offers a dissemination model for educational accountability programs. Part III outlines a dissemination program and specifies its relationship to educational accountability.

*Bettinghaus, E. P., Michigan State University. ***Final Report, Preliminary Field Study: Dissemination of Educational Accountability.*** Prepared for Cooperative Accountability Project, Denver, CO. 1974. 16 p. & appendices. ERIC ED 091 840.

This report describes a limited test of the potential dissemination model prepared by Michigan for the Cooperative Accountability Project which took place from January 1, 1974 to March 30, 1974. The aim of the test was to investigate the reactions of participants at the local level in an attempt to train them to disseminate elements of the model. Included is an evaluation of the project, the project's accomplishments, a budget analysis of the project, and recommendations for future efforts in this area. Materials produced for the project are in the appendix.

Performance Contracting

An Introduction to Guaranteed Performance Contracting: A Planning Guide. Lansing, MI: Department of Education. March 1971. 51 p. ERIC ED 053 198.

The basic function of this publication is to serve as a guide for the use of local district personnel as they consider the issues and problems associated with guaranteed performance contracting. Lists the possible advantages of performance contracting and calls attention to some of the precautions to be taken. Indicates the significant elements to be included when performance contracts are effectuated. Names and addresses of performance contractors are included in the appendix.

*Sent to ERIC.

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Assessment and Evaluation

Minnesota Educational Assessment: Pilot Phase Results. St. Paul, MN: Department of Education. February 1973. 189 p.

This report is part of a total comprehensive state educational assessment model that the Department of Education has been developing for the State of Minnesota for presentation to the 1973 legislature. It presents the results of the pilot phase of the assessment conducted in May, 1972. An objectives-based assessment, the total plan will determine student performance in the cognitive, affective and psychomotor domains; identify variables accounting for variations in student performance; provide wide dissemination of results to decision-makers and citizens; and report the extent to which progress is being made to improve student performance. The pilot phase measured student performance in reading and mathematics and student attitudes, grades 3 and 6. Objectives and policies determined for the assessment program are presented along with the planning process and the activities of the Assessment Advisory Council. Sampling procedures and the development of performance objectives and test instruments are fully detailed. Information provided on implementation of the assessment and analysis of results. Complete results in mathematics and for the attitudinal survey are given, including objectives and test items, but for the reading results only sample items are given for each of the subtests. Conclusions and recommendations complete the report.

Summary of Minnesota Educational Assessment: Pilot Phase Results. St. Paul, MN: Department of Education. February 1973. 19 p.

Contains a chapter-by-chapter overview of the full Minnesota Educational Assessment conducted in May, 1972 in summary form, and concentrates primarily upon the conclusions and recommendations.

Minnesota Educational Assessment: A Comprehensive Planning Study. St. Paul, MN: Department of Education. January 1973. 97 p. ERIC ED 084 657.

This report was prepared by the Research Triangle Institute, which assisted the Minnesota Department of Education in the design of the Minnesota Educational Assessment Program. Describes the pilot program planned and conducted by the Department of Education prior to contracting with RTI and provides the general characteristics of the proposed objectives-based assessment program, which is modeled after the National Assessment of Educational Progress (NAEP). The program involves a 10-year cycle of assessing 4th graders and 9-year olds, 8th graders and 13-year olds, and 11th graders and in-school 17-year olds in ten subject areas in the cognitive domain, with recommendations to include psychomotor and affective domains as resources permit. The relationship with NAEP; interpretative limitations of the results; curriculum coverage; reporting variables; management and staffing; development of instruments; sampling procedures; data collection and processing; data analysis procedures; and reporting and dissemination plans are fully discussed.

Executive Summary of Minnesota Educational Assessment: A Comprehensive Planning Study. St. Paul, MN: Department of Education. 15 p. 1973.

A short summary report of the Minnesota Educational Assessment Program as prepared by Research Triangle Institute assisted by the Department of Education.

Report I. Reading Performance and Descriptive Results for Eleventh Graders and Seventeen-Year Olds from the Minnesota Educational Assessment Program: Spring, 1973. Submitted to Department of Education by Center for Educational Research and Evaluation, Research Triangle Institute, N. C. St. Paul, MN: Department of Education. November 5, 1973. 92 p.

A technical report which presents the preliminary results of the Spring 1973 Minnesota Educational Assessment of the reading performance of 11th graders and 17-year old students. Results are provided for the state as a whole and for each of its ten planning regions. The report contains the results of comparing the reading performance of Minnesota 17-year olds to that of 17-year olds in the Nation and in the Central Region who participated in NAEP. Also provides a description of the assessed student populations in terms of selected school and non-school related background characteristics identified through student and school principal questionnaires. The Student Questionnaire and reading exercise booklet used in the assessment are included in an appendix.

Report I, Executive Summary. Descriptive and Reading Results for Eleventh Graders and Seventeen-Year Olds from the Minnesota Educational Assessment Program. St. Paul, MN: Department of Education. November 1973. 12 p.

A summary report of the preliminary results of the Spring 1973 Minnesota Educational Assessment of reading performance of 11th graders and 17-year old students, which are detailed in the technical report annotated above.

Womer, Frank B., University of Michigan. ***Developing A Large Scale Assessment Program.*** Prepared for Cooperative Accountability Project, Denver, CO. 1973. 133 p. ERIC ED 084 641.

This report is a product of the Cooperative Accountability Project from the State of Minnesota, one of the CAP members. It contains a wealth of practical information concerning the establishment of an assessment program at the state and local district levels and its role as an aspect of accountability. It suggests specific action steps that should be taken to determine what and how much the students are learning along with the procedures to be followed to bring about improvements. Assessment is clearly defined and how to go about the many planning tasks in assessment is delineated, — determining the administrative structure, types of assessment outcomes, types of test instruments, reporting categories, population to be tested, whether sampling is to be used, data collection methodology, data analysis strategy, reporting policies, costs and alternatives, and time schedules. Developing assessment objectives, using existing instruments, developing new instruments, selecting a sample, collecting data, processing results, utilization of results, and dissemination activities are clearly described. Also included are checkpoints for evaluating a quality assessment program and the outlines of five state assessment programs in operation: Minnesota, Texas, Pennsylvania, Florida, and Michigan.

Personnel Evaluation

Competency-based Teacher Education and Certification (CBTE) Form Letter. St. Paul, MN: Department of Education. 1972. 2 p.

A form letter in answer to inquiries about Minnesota's PBTE position as it existed in 1972. Opportunities to develop competency-based programs are available in all fields under the option for experimental programs, but evolution toward PBTE is increasingly noted in regulations being developed for teacher certification in Minnesota.

Media Generalist Position Paper (36 Quarter Credit Program). St. Paul, MN: Department of Education. July 1971. 5 p.

A position paper that sums up competencies and functions in various areas required of a media generalist.

Media Supervisor Position Paper. St. Paul, MN: Department of Education. April 1971. 3 p.

A position paper that sums up competencies and functions in various areas required of a media supervisor.

Teacher Aides — A Process Description. For An Individualized Competency-based Approach to Training for Instructional Roles. St. Paul, MN: Department of Education. November 1972. 65 p.

Describes the development and implementation of a pilot training program designed to prepare teacher aides for an instruction-related role which is a competency-based, individualized program.

School Codes

Chapter 27: Education Code 520-539. St. Paul, MN: State Board of Education. February 16, 1971. 1 p.

Lists human relations components to be included in all programs leading to certification that apply to preservice preparation and certificate renewal. Competencies to be demonstrated.

Repeal Education Code 291 (d). Proposal of the Task Force Study programs leading to certification for teachers of social studies, adopted June 2, 1972. St. Paul, MN: Department of Education. September 11, 1972. 2 p.

A proposed regulation pertaining to programs for social studies teachers leading to certification which requires demonstrated competencies.

Repeal Education Code 291 (s). Science Task Force Proposal approved for public hearing. St. Paul, MN: Department of Education. August 1, 1972. 2 p.

A proposed regulation pertaining to programs for science teachers leading to certification which requires demonstrated competencies.

Chapter 28: Educational Code 540-551. Issuance and Renewal of Continuing Certificates. St. Paul, MN: Department of Education. February 16, 1971. 8 p.

Regulations for issuance and renewal of continuing certificates which establishes local committees to grant renewal units; encourages personnel throughout the state to develop competencies required by current standards.

Chapter 28: Amendments to Education Code 540-551. Issuance and Renewal of Continuing Certificates Approved for Hearing. St. Paul, MN: State Board of Education. October 2, 1972. 16 p.

Amendments to regulations for issuance and renewal of continuing certificates.

Repeal of Educational Code 320-324. Task Force to Study Programs Leading to Certification for School Administrators. St. Paul, MN: Approved for public hearing by the Minnesota Board of Education. September 11, 1972. 3 p.

Regulations proposed by the Task Force on Certification for School Administrators leading to the certification of school administrators in Minnesota that are competency-based.

Educational Code 349, Media Generalist. St. Paul, MN: Department of Education. April 12, 1971. 1 p.

Competency-based media generalist requirements for certification.

Educational Code 350, Media Supervisor. St. Paul, MN: Department of Education. April 12, 1971. 1 p.

Competency-based media supervisor requirements for certification.

MISSISSIPPI

State Agency Representative

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State Department of Education
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Assessment and Evaluation

General Educational Needs Assessment in Mississippi. Jackson, MS: Department of Education. 1972. 130 p.

This report represents the first phase of the continuing plan for education in Mississippi, and establishes the general educational needs as expressed by a broad sample of the state's population in 1971-72. It is included here because the survey contains aspects of goals and objectives that are associated with accountability, and the goals study conducted later was developed from this needs report. The survey instrument is in the appendix.

Educational Goals

Goals for Public Elementary and Secondary Education in Mississippi. Jackson, MS: Department of Education. 1973. 94 p. ERIC ED 089 149.

This study represents the second phase of the continuing plan for education in Mississippi, the development of goals and goal priorities. Described are the procedures used to develop the goals instrument, selection of a sample, distribution of the instrument, and treatment of the resulting data. Findings are presented in tables by population groups that participated, with a final table of 34 learner outcome goals and process goals ranked in order of priority. The goals instrument is included in the appendix. (These goals have been adopted.) Objectives will be developed in Phase III.

School Accreditation

Mississippi Commission on School Accreditation: Ten-Year Evaluations. Jackson, MS: Department of Education. April 20, 1972. 1 p.

Some policy measures adopted by the Mississippi Commission on School Accreditation among which is a self-study that should include evaluative criteria and a statement of the philosophy and objectives of the school and each area to be evaluated.

MISSOURI

State Agency Representative

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Assessment and Evaluation

***An Assessment of Fourth and Sixth Grade Basic Skills.** Jefferson City, MO: Department of Education, September 1971. Prepared by CTB/McGraw-Hill. 146 p.

Reports results of the Missouri Elementary Education Assessment project conducted by CTB/McGraw Hill for the school year 1970-71 in the subject areas of reading, language, mathematics, and study skills for grades 4 and 6. Describes design of the study, presents analysis of data, and an analysis of the school characteristics variables and their relationship to school achievement.

***An Assessment of Fourth and Sixth Grade Basic Skills — Summary.** Jefferson City, MO: Department of Education, September 1971. Prepared by CTB/McGraw-Hill. 26 p.

A summary of the results of the Missouri Elementary Education Assessment project annotated above.

Educational Goals

***Educational Goals for the State of Missouri.** Jefferson City, MO: Department of Education. 1973. 24 p.

Presents the set of educational learner outcome goals adopted by the State Board of Education in August, 1972. Also included are plans for implementing the goals. These entail development of performance objectives, assessment, evaluation of alternatives, budgeting, implementation, and evaluation to determine whether or not the selected activities have achieved their objectives. Eight phases of Missouri's plan for an objective-based assessment are briefly described.

Performance Objectives — development, lists of

***Educational Objectives for the State of Missouri.** Jefferson City, MO: Department of Education. Preprinted Copy 1973. 76 p.

This report explains the development of the statewide objectives for Missouri and lists the objectives for each of the educational goals already adopted by the State Board of Education. Both goals and objectives will provide a basis for assessing the educational achievement of Missouri's pupils.

PPBS (program planning and budgeting systems)

***Planning/Budgeting/Evaluation Manual.** Jefferson City, MO: Department of Education. August 1972. 70 p.

An operation manual for staff members concerning the implementation of a PPBS in the Department of Education. Identifies each activity which must be accomplished in the cycle of planning, budgeting, and evaluation; assigns responsibility for accomplishment, and designates an estimated completion time.

*Sent to ERIC.

MONTANA

State Agency Representative

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Educational Goals

Goals for Education Established by the State Superintendent. Helena, MT: Department of Public Instruction. February 2, 1970. 2 p.

A set of process goals produced by the State Superintendent in February, 1970.

Montana Goals for Education. Helena, MT: State Department of Public Instruction. November, 1973. 1 p.

A tentative set of learner outcome goals for education. Some information given on how they were developed.

Brochure of Information on Goals Identification Process. Helena, MT: Department of Education. August 1972. 1 p.

A brochure of information describing steps taken to identify learner outcome goals of education.

Assessment and Evaluation

Educational Needs in Montana: An Analytic Study. Permission needed for reproduction from Arthur D. Little, Inc., Cambridge, Massachusetts. Report to the Superintendent of Public Instruction, Helena, MT, March 1970. 81 p.

Title III needs assessment performed by Arthur D. Little, Inc.

Educational Needs in Montana: An Analytic Study. Annex I, Questionnaires and Response Distributions. Permission needed for reproduction from Arthur D. Little, Cambridge, Massachusetts. Report to the Superintendent of Public Instruction, Helena, MT, March 1970. 163 p.

Questionnaires and response distributions of the Title III needs assessment performed by Arthur D. Little, Inc.

NEBRASKA

State Agency Representative

Joseph A. Mara, Consultant
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State Department of Education
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Legislation

Legislative Bill No. 959, 1969. Lincoln, NB: Nebraska State Legislature. 4 p.
An Act that calls for a statewide testing program of pupil achievement, prescribes a uniform system of accounting, an MIS, and an evaluation of the state school program.

Comprehensive Planning

Basic Preparation for Planning. Lincoln, NB: Department of Education. 1971. 23 p.
Describes a system of preparation for planning which provides a work procedure essential to policymaking.

Planning . . . Accountability I. Lincoln, NB: Department of Education. No date. 58 p.
This report is the result of an effort by the Nebraska State Department of Education to raise the level of management skills of Department personnel. Includes materials supplied to participants in training sessions in planning skills for program administrators in the Instructional Division, and instruments used to collect information from the participants.

Planning. Brochure. Lincoln, NB: Department of Education. No date.
A brochure that describes several steps to be taken in a planning and evaluation proposal for which the State Department of Education is holding training sessions for its educational middle-management personnel.

****Evaluation . . . Accountability II.*** Lincoln, NB: Department of Education. No date. 40 p.
This publication is the result of an effort by the State Department of Education to raise the level of management skills of Department personnel and is concerned with the evaluation process. It includes the materials supplied to participants in training sessions for planning and evaluation and instruments used to collect information from the participants.

Evaluation. Brochure. Lincoln, NB: Department of Education. No date.
A brochure that describes several steps to be taken in evaluation, as part of the training sessions held for Department personnel in planning and evaluation.

Educational Goals

****Blueprint for Learning: What You Can Do.*** Lincoln, NB: Department of Education. No date. 40 p.
Describes the three rounds of meetings held to develop educational goal statements for Nebraska. Included in the report are samples of the materials used in each round of meetings and the results of the information collected at the meeting sites. Final goals adopted by the State Board in June, 1971 are presented. These are learner outcome goals, process and management goals.

Deriving Educational Goals in Nebraska. Brochure. Lincoln. NB: Department of Education. No date.
A brochure that describes the main steps taken in deriving educational goals for Nebraska, and gives a list of the adopted goals and suggestions for developing goals at the local level.

Educational Goal Statements for Nebraskans and Aims for Education. Lincoln, NB: Department of Education. June 1971. 2 p.

A list of the final adopted educational goals for Nebraska which include learner outcome goals, process, and management goals. Also included is a list of aims for education toward which students should strive.

State Board, Department of Education Policies

State Board Policy on Goals. Lincoln, NB: Department of Education. No date. 1 p.

State Board policy statement of how the goals of education for Nebraska should be derived, what they should reflect, and what the relationship of statewide testing should be to the goals.

Objectives, Philosophy, and Beliefs of the Nebraska State Board of Education.* Lincoln, NB: State Board of Education. 1972. 5 p.

A list of 29 statements that reflect the objectives, philosophy and beliefs of the State Board of Education with respect to exercising leadership and promoting the efficiency, welfare, and improvement in the state's school system. Adopted in the Fall of 1972.

Assessment and Evaluation

Nebraska State Assessment. First Report. Lincoln, NB: Department of Education. September 1, 1973. 69 p.

A report of the first state assessment performed in response to the legislative act of 1969. Briefly documents the process used in developing state educational goals and lists the learner outcome goals adopted. Briefly describes the development of performance objectives, selection of a contracting agency to test them, use of objective-referenced tests, and the design of the testing program. Tested a sample of pupils in grades 4, 5, and 8 in reading and mathematics. Strong and weak areas of performance in mathematics and reading skills are identified along with examples of objectives and instruments used.

Test Instruments — copies of

Mathematics, Reading, Criterion Reference Tests. Group 3 through Group 10. COPYRIGHT Houghton Mifflin Co. 1973. 14 p.

Copies of ten criterion-referenced tests in reading and mathematics used in the 1973 assessment.

*Sent to ERIC.

NEVADA

State Agency Representatives

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Educational Goals

***Common Goals of Nevada Education.** Carson City, NV: Department of Education. 1971. 16 p.

A list of learner outcome goals adopted by the Nevada State Department of Education.

Performance Objectives — development of

Guidelines for Goal and Objective Development. Carson City, NV: Department of Education. 1971. 16 p.

A discussion of the method for developing performance objectives, process, and management objectives and their relationship to goals.

Guidelines and Procedures for Updating Process Objectives. Carson City, NV: Department of Education. 1971. 12 p.

Provides guidelines and describes the procedure that will be followed in updating Department of Education management objectives.

Assessment and Evaluation

Cognitive Pretest-Posttest Comparisons — Affective Presurvey - Postsurvey Comparisons. 1971-1972 Needs Assessment/Data Summaries. Carson City, NV: Department of Education. September 15, 1972. 35 p.

Contains results of the 1971-72 objectives-based needs assessment of third-grade pupils in reading and arithmetic. Discusses how performance objectives were developed at the school, regional, and state levels, and selection of standardized tests with the expectation that criterion-referenced tests will be used in the future. Affective measure also used to measure attitude toward school and self-concept. In the results, specific state level performance objectives are listed followed by the appropriate pretest and posttest comparisons given to the same groups of students.

***Needs Assessment Guidelines.** Carson City, NV: Department of Education. July 1973. 22 p.

A set of guidelines to assist teachers and administrators in objective assessment of learner needs in Nevada. Defines goals and objectives and discusses the development of objectives in the affective, cognitive and psychomotor domains; process objectives; criterion-referenced measurement; sampling techniques; the National Assessment model; assessment problems, and the relationship of needs assessment to teacher evaluation based upon pupil performance.

Evaluation Guidelines. Carson City, NV: Department of Education. July 1973. 68 p. ERIC ED 086 727.

Presents guidelines to make the evaluation of learner performance accessible to everyone involved in educational instruction and administration. Necessary steps in evaluation in the proper time sequence are presented in a model. Each step is followed and explained in the text. The five main steps in the evaluation model are needs assessment, design program evaluation, implementation of program

evaluation, measurement of objective attainment, and reporting and recycling. The steps to be taken under each of the five headings are discussed fully.

MIS (Management Information Systems)

***Educational Management Information System.** System Design. Carson City, NV: Department of Education. 1972. 131 p. ERIC ED 071 687.

Reports the analysis performed by Dahl/Kramer Consultants for the Department of Education to determine the need for, feasibility of, and conceptual design of an automated Educational Management Information System to serve the staff of the Department. Recommendations are provided.

Legislation

***Senate Concurrent Resolution No. 15, 1973.** Carson City, NV: Nevada State Legislature. 2 p.

This is a Senate Concurrent Resolution adopted by the 1973 state legislature which asks each school district in the state to file a report describing the implementation of several recommendations in the Governor's state school study published in 1972. Among the recommendations are identification of goals and objectives, report on accountability and the wise use of educational resources, and evaluation of professional staff.

Comprehensive Planning

***Comprehensive Planning Model for Educational Programs.** Carson City, NV: Department of Education. August 1973. 19 p. ERIC ED 084 661.

Presents information about planning and evaluation within the Department of Education and provides a comprehensive planning model which may be applied at any level of operation in any enterprise. The model has seven basic steps for a systematic approach to problem solving, each of which is broken into substeps. Each of the basic steps and substeps is described fully in the text.

*Sent to ERIC.

NEW HAMPSHIRE

State Agency Representatives

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Assessment and Evaluation

Report of New Hampshire Educational Needs Assessment, January-June 1972. Concord, NH: Department of Education. 8 p.

A Title III needs assessment which established learner staff and management needs in priority order through use of questionnaires and conferences. One need expresses the necessity for establishing educational goals.

MBO (Management-by-Objectives)

Evaluation of Goal Attainment 1970-71. Report to the State Board of Education. Concord, NH: Department of Education. December 15, 1971. 50 p.

This report reveals how well the objectives set in 1971 for the State Department of Education have been attained. Specific objectives for each division are enumerated and detailed information concerning the activities initiated and the degree to which the objectives were attained are provided. Also noted are objectives not attained and the reasons why.

Educational Goals

New Hampshire Goals for the State Department of Education. Concord, NH: Department of Education. Adopted June 1973. 1 p.

A list of management goals adopted by the State Board of Education in June, 1973. The three goals are accompanied by seven objectives.

Personnel Evaluation

Staff Development for Educational Personnel. Guidelines Requirements in Preparation of Local Master Plans. Concord, NH: Department of Education. 15 p.

Describes the three-year staff development plans local districts must develop by July 1, 1975 and presents the guidelines to follow that were adopted by the State Board of Education in 1971. Evaluation should be directly related to specific component objectives and evaluation techniques should be both objective and subjective in nature.

Accountability Systems: Models

Proposed State Board Policy on Educational Accountability. Fourth Draft. Concord, NH: Department of Education. January 1974. 9 p.

A draft of an accountability system for the state and local districts as State Board of Education policy. A state advisory committee and local advisory committees to be appointed. Assessment to take place of

goals and performance objectives in Department of Education and local districts, and learner objectives of pupils. To be implemented first in 3 pilot districts. Budget needs are identified.

NEW JERSEY

State Agency Representatives

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Our Schools Program
Division of Research, Planning and Evaluation
State Department of Education
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Trenton, New Jersey 06825

Gordon Ascher, Director
Statewide Testing Program
Division of Research, Planning and Evaluation
State Department of Education
225 W. State Street
Trenton, New Jersey 06825

Educational Goals

Our Schools — Second Conference on Educational Goals for New Jersey. A Further Guide. Trenton, NJ: Department of Education. June 20, 1970. 18 p.

Contains materials that will be used by the participants in a second statewide conference held for the purpose of obtaining citizens' opinions in relation to establishment of educational goals, a component of the N. J. needs assessment project known as "Our Schools." A new set of tentative goals were elicited from the first conference for continued examination by the participants. To lay the groundwork for future regional and local meetings, the subgroups of participants were asked to formulate a statement about the tentative educational goals that would be useful in these future meetings.

Our Schools — Second Conference on Educational Goals for New Jersey. A Report on the Outcomes. Trenton, NJ; Department of Education. June 20, 1970. 7 p.

Contains the results of the second conference on educational goals held in June, 1970, which was prepared by the Educational Testing Service, Princeton, New Jersey. Recommendations are made to the Department of Education for creating better understanding by the participants about the purpose and process of educational goal formulation.

Our Schools. Trenton, NJ: Department of Education. No date. Six-page pamphlet.

A brochure for public dissemination that describes the New Jersey "Our Schools" project in layman's terms, which seeks to establish educational goals, objectives and priorities for the state's educational system.

Our Schools — Governor's Conference on Educational Goals for New Jersey, October 1971. Trenton, NJ: Department of Education. 12 p.

A continuation of the project for establishing educational goals by the process of holding Governor's conferences in 1970 and 1971. Opinions of citizens were sought on learner outcome goals in previous conferences, but in the October, 1971 conference their opinions were sought about nine tentative process goals. The rating instrument is included with the report, and each process goal is briefly described.

The Governor's Conference on Educational Goals for New Jersey. Trenton, NJ: Department of Education. October 2, 1971. 11 p.

Summarizes the aims of the "Our Schools" program for establishing educational goals for New Jersey; briefly describes the statewide Governor's conferences and regional conferences that were held, and the

development of 11 tentative learner outcome goals and 9 tentative process goals. Explains the next steps to be taken to finalize the goals.

Goals for Elementary and Secondary Public Schools in New Jersey. Princeton, NJ: Opinion Research Corporation. February 1972. 106 p. and appendix.

This report presents the findings of a public opinion survey of educational goals for New Jersey conducted by the Opinion Research Corporation. OPR was contracted by the State Department of Education for the purpose of providing scientific data on the attitudes of the state's citizens concerning educational goals and how they appraise the state's public school system. The scientific data in this report and the recommendations about educational goals derived from the series of goals conferences held in 1970 and 1971 are to be forwarded to the Advisory Council on Needs Assessment for material on which to base their final recommendations.

Highlights of a Survey on Educational Goals Conducted for New Jersey Department of Education. Princeton, NJ: Opinion Research Corporation. March 1972. 8 p.

This brochure presents eleven highlights of the public's view of public education in New Jersey based upon a survey conducted by Opinion Research Corporation for the State Department of Education.

A Summary of the "Our Schools" Project. February 1970 — February 1972. Trenton, NJ: Department of Education. March 1972. 41 p.

A report for public consumption that summarizes the activities of the "Our Schools" project from 1970 to 1972 that relate to the development of educational goals. Includes the proposed learner outcome and process goals and the recommendation of the Needs Assessment Advisory Council that they be adopted by the State Board.

A Resolution of the State Board of Education. Trenton, NJ: State Board of Education. April 12, 1972. 3 p.

The Resolution of the State Board accepts as a guide for its policy the learner outcome goals and process goals recommended by the Needs Assessment Advisory Council, and quotes each of the goals.

A Resource Handbook for Promoting Community Involvement in Educational Goal Determination. Trenton, NJ: Department of Education. September 1972. 65 p.

This handbook consists of brief explanations of the basic components of a community-based goal determination program; rationales for both these components and for such a program; suggested models for achieving community involvement; suggested processes for soliciting community opinion; and some additional considerations and guidelines for planning a community-wide goal determination program. The handbook is based upon current practice, formal research, and original designs, and the models have been fieldtested in local New Jersey districts.

Feldmesser, R. A. ***Educational Goal Indicators for New Jersey.*** Pfc-73-1. Princeton, NJ: Educational Testing Service. 1973. 66 p.

This report was prepared for the Needs Assessment Advisory Council by ETS to apprise the Council of the concept of educational goal indicators. It gives an account of the results of introducing into Opinion Research Corporation's public opinion survey of educational goals a number of items which could be the basis for educational goal indicators. An EGI is a measure not of what students are learning in school but rather of a post-educational condition or behavior that an educational system is supposed to produce or affect. An example would be the Armed Forces Qualifying Test showing the percentages of examinees who qualified on the test and in the U.S. as a whole, which could be an indicator of the mastery of basic skills.

Assessment and Evaluation

****Evaluation in New Jersey Education: A Survey of Present Practices and Recommendations for Future Action.*** Trenton, NJ: Department of Education. June 1970. 55 p.

Results of the work of a Subcommittee on Evaluation and Testing which was appointed by the State Board of Education to make a thorough study of current evaluation activities in the New Jersey public school system. School district evaluation, statewide evaluation, and program evaluation are explored and

documented, their strengths and weaknesses presented, and recommendations given for short-range and long-range action. Assessment of goals and objectives established through the "Our Schools" project, expansion of the Department's management information system, and continued cost analysis are among the recommendations.

Educational Assessment Program. Trenton, NJ: Department of Education. May 10, 1972. 19 p.

A description of the New Jersey Educational Assessment Program for the purpose of inviting contracting proposals for the development of instruments, scoring and analysis of test results, and the development and conducting of training programs for the staff in connection with the assessment. The role of the contractor is fully detailed.

Educational Assessment in New Jersey: Questions and Answers. Trenton, NJ: Department of Education. September 1, 1972. (Three versions. English and Spanish Editions for parents & students, 10 p.; for teachers, 14 p.)

These are three pamphlets for distribution to parents, students, and teachers that explain the 1972 New Jersey Educational Assessment Program. One pamphlet addressed to parents and students is in Spanish.

Ascher, Gordon. ***Utilizing Assessment Information in Educational Planning and Decision-Making.*** Trenton, NJ: Department of Education. 17 p.

Presents background leading to the New Jersey Educational Assessment Program administered in 1972. Lists assessment goals, learner outcome and process goals; describes test development for the assessment program in reading and mathematics, 4th and 12th grades; test administration, and test results and their use. In future years testing will be conducted for grades 4, 7, and 10 with criterion-referenced evaluation beginning the second year of the assessment program.

Information for Everyone. Brochure. New Jersey Educational Assessment Program. Form 1973. Trenton, NJ: Department of Education.

A brochure for public dissemination that answers anticipated questions from students, parents, and educators about the 1973 Educational Assessment Program. Questions refer to purpose of program, development of tests, administration of tests, and reporting results.

State Report — 1972-73 Educational Assessment Program. Trenton, NJ: Department of Education. 1974. 30 p. plus approx. 375 p. of data interpretations.

This report summarizes the first cycle of the Educational Assessment Program in N.J. performed in 1972-73, which represents the initial effort to determine how well the "Our Schools" goals are being met in the basic skill areas of reading and mathematics. Contains background information, a list of the goals, short descriptions of test development, test administration, test results and their use. Narrative summaries are provided for the results of Grade 4 reading and mathematics assessment and grade 12 for reading and mathematics. Data interpretations using tables comprise the bulk of the report. Conclusions also provided.

State Report — 1972-73 Educational Assessment Program. Trenton, NJ: Department of Education. 1974. 30 p. & approx. 390 p. of data interpretations.

Completes first cycle of the Educational Assessment Program initiated in New Jersey public schools in the fall of 1972. Fourth-and twelfth-grade students were tested for achievement in reading and mathematics with performance-referenced tests. Report contains the assessment program goals, the statewide learner outcome and process goals, and an explanation of test development, test administration, and test results and their use. Summary reports were prepared for the state, geographic regions, county, district type (urban, rural, suburban), local district, school, and classroom. Test scores reported as performance-related scores that indicate the proportion of students answering each question correctly. No data is released to the public unless accompanied by explanatory material approved by the State Department of Education. Interpretations and conclusions included in this report.

State Board, Department of Education Policies

State Board Policy regarding dissemination of information and interpretation of data. Trenton, NJ: Department of Education. 1973. 2 p.

The New Jersey Education Code states that the Commissioner shall conduct an assessment of student achievement in the public school system and report the results to the State Board. Dissemination of information and interpretation of assessment data regulations are stated as policy, which is effective March 13, 1973.

Personnel Evaluation

Performance Evaluation Project. Trenton, NJ: Department of Education and Rutgers College. November 1972. 14 p.

In 1969 the State Board of Education and the State Board of Examiners approved a recommendation to conduct an extensive study of ways of relating teaching competence and performance criteria to teacher certification in New Jersey. The Performance Evaluation Project was established as a result in 1970 for the purpose of carrying out this recommendation. The Project has established as its objective the identification of the minimum level of teaching performance required for initial certification and the means of measuring that performance. The results of the study will form the basis of the recommendations to be made to the Board of Examiners.

****Performance-Based Teacher Certification: A Survey of the States.*** Trenton, NJ: Department of Education. December 1972. 15 p.

A survey of the states that are engaged in or planning to be involved in performance-based teacher education and/or certification.

Legislation

Senate Bill No. 2233, 1971. Trenton, NJ: State Legislature. Approved May 20, 1971. 2 p.

This Senate bill provides $90,000 to the Department of Education for the period ending in June, 1972 to operate a statewide performance evaluation project that is to concentrate on developing criteria for professional teaching competence based on performance evaluation prior to the issuance of initial teaching certificates.

*Sent to ERIC.

NEW MEXICO

State Agency Representatives

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Legislation

Public School Finance Act of 1967. Indianapolis, IN: New Mexico State Legislature. 2 p.

A section of this law requires a uniform system of accounting and budgeting of funds for all public schools and school districts in the state. A manual prescribing detailed regulations for such a system will be published by the public school finance division.

Chapter 180, Laws of 1969 (Senate Bill No. 1). Santa Fe, NM: New Mexico State Legislature. 3 p.

This law requests assessment and evaluation for accreditation purposes of at least one-third of all public schools each year and is based partly upon pupil gain in standard required subject matter.

Senate Memorial 40, 1971. Santa Fe, NM: New Mexico State Legislature. 3 p.

Although the Senate Memorial does not technically carry the force of law, the Department of Education has been operating as if it were a law. The State Board is requested to organize local district educational evaluation committees in districts that have no current evaluation procedures. Among several duties, the committees are to prepare a list of long and short range objectives for the schools, recommend ways to implementing them, and formulate measures to achieve them.

Assessment and Evaluation

Analysis and Follow-Up of the 1969-70 Evaluation Report. Santa Fe, NM: Department of Education. November 13, 1970. 12 p.

A short summary of the initial on-site evaluation of approximately one-third of New Mexico's school districts as requested in Chapter 180 for accreditation purposes. Following the analysis performed in 1969-70, a follow-up took place in October 1970 to discuss progress made in implementing recommendations contained in evaluation reports. These results are also summarized.

State Plan for an Educational Needs Assessment in New Mexico. Amendment to New Mexico ESEA Title III State Plan. Santa Fe, NM: Department of Education. January 1972. 12 p.

Presents strategy for New Mexico's plan to have every child on an objective-based evaluation system by the spring of 1973, using criterion-referenced tests. In the interim, the state testing program using standardized tests is described for 1970-71 and 1971-72. Explains the process of developing objectives beginning in 1970-71 and being fieldtested by several districts in 1971-72 in communication skills, mathematics, science, and social studies. Planning, management and funding are discussed, and a list of the eleven goals for quality education in New Mexico are given.

Overview of Services and Products of the Evaluation Unit. Santa Fe, NM: Department of Education. June, 1971. 16 p.

Summarizes the services and products of the Department of Education's evaluation unit which focused on 3 major areas: (1) statewide testing program (2) objective-based evaluation system, and (3)

accreditation. Document describes some of the major aspects of these activities and their related services and products.

Proposed Plan for Statewide Evaluation. Santa Fe, NM: Department of Education. 1972. 19 p.

Describes the essential features and rationale of the proposed objectives-based system for assessing academic performance of pupils in grades 1, 3, 5, 6, 8, 9, and 12 in areas of general academic ability (grade 1 only), communication skills, mathematics, social studies, science and career education. Both a statewide and local focus. Plans for sampling, test administration and scoring, analysis and reporting of results, and other procedures are explained. A questionnaire regarding specific issues covered by the proposed plan is included to obtain reactions to the plan.

New Mexico's Statewide Evaluation System. An Introduction. 1972-73. Santa Fe, NM: Department of Education. Brochure.

A small brochure that presents the essential features of the state's statewide evaluation system and focuses on the plans for 1972-73.

1972-73 Annual Report, Evaluation and Assessment Unit. Santa Fe, NM: Department of Education. No date. 16 p.

The Evaluation and Assessment Unit of the Instructional Services Division of New Mexico's Department of Education has the responsibility for the statewide testing program, which utilizes standardized tests, and the objective-based testing program, which is a cooperative effort between the Department of Education and the local districts to develop the process for measuring the progress of students in behavioral terms. This report gives clear explanations of both programs, the procedures used in both, and what has been accomplished. Other responsibilities of the Unit are noted. The major purposes of the Unit's efforts in 1972-73 were to continue fieldtesting procedures and measures for the implementation of objective-based evaluation at grades 6 and 9; to fieldtest measures in career education including vocational skills measures at grade 12; to continue coordination of the state testing programs at grades 1, 5, 8, and 12, and to improve the data utilization capabilities of educators and the general public.

****A Manual to Aid the Understanding and Implementation of Statewide Evaluation.*** Santa Fe, NM: Department of Education. 1972-73. 16 p.

Contains the text of a presentation made to the Legislative Finance Committee by the State Superintendent in April, 1972 concerning the statewide evaluation program and the progress toward this end. Also notes the evolution of the objective-based evaluation adopted in June, 1970, which resulted in objectives written at the local district level with criterion-referenced instruments to measure them. Objective bank is described. The state testing program is explained using standardized tests with objectives of statewide concern as distinguished from local concern. Contains suggestions for selecting committees to review objectives and instructions to the members for rating the objectives. States the long-range goal for statewide evaluation is accreditation of school districts based, in part, upon student performance as indicated by the results of the program.

A Manual for Teachers to Aid the Understanding and Implementation of Statewide Evaluation. 1972-73. Santa Fe, NM: Department of Education. 14 p.

The teacher manual contains suggestions for answering students who want to know why they are participating in the evaluation project; the philosophy of the Department of Education regarding testing; explains how the objective-based evaluation system developed; how the objectives were written; and testing that has been performed in field tests. Utilization of the data for program assessment is discussed and the idea that the statewide program of evaluation and assessment could lead to some form of competency-based certification of the teachers. Directions for test administration and a list of objectives being tested in 1973 are included.

****A Manual To Aid the Understanding and Implementation of the Statewide Evaluation Program.*** Santa Fe, NM: Department of Education. 1973-74. 14 p.

Contains a description of the Educational Evaluation in New Mexico from 1969 to the current year of 1973-74; specifies components of the program and gives the number of districts involved in the

objective-based evaluation each year. The objective-rating workshops and suggestions for selecting members for the objective-rating committees are described.

A Manual for Teachers to Aid the Understanding and Implementation of Statewide Evaluation. Santa Fe, NM: Department of Education. 1973-74. 14 p.

The 1973-74 statewide evaluation program is described for teachers along with a recap of what was done from 1969 to the current year. All districts will now be involved in the objectives-based testing program at grades 6 and 9. Standardized testing program to continue for grades 1, 5, and 8. The investigation of competency-based teacher certification is continuing, but no official plan has been adopted. Directions for test administration are included and the objectives being measured for 1973-74.

Guidelines for Better Use of Test Results, 1973-74 School Year. Santa Fe, NM: Department of Education. 27 p.

These guidelines have been prepared especially for teachers, counselors and others in the state who will be working with the results of testing at grades 5 and 8 completed in October, 1973. Used standardized tests for the state testing program (not the objectives-based tests used in the evaluation program). Five major uses of the results are cited along with factors to consider in applying the test results to any specific individual or situation. Explains what the particular standardized tests used are supposed to measure. Informs them about the various reports they will receive on the results and what each one does.

Test Instruments — copies of

Sample Test Items 1973-74 Objective-Based Test. Santa Fe; NM: Department of Education. 46 p.

Contains sample test items used in New Mexico's objective-based program for each of 40 tests utilized statewide in 1972-73. The test items encompass 27 priority objectives at grades 6, 9, and 12 of the 150 available objectives in the statewide basic cognitive skills bank. Subject areas are math, science, social studies, communication skills, and career education.

Performance Objectives — copies of

Objective-Banks in the Basic Cognitive Skill Areas. Santa Fe, NM: Department of Education. 1973-74. 22 p.

Contains New Mexico's objectives in the cognitive skills areas used in 1973-74. Subject areas are science (18 objectives), social studies (42), math (34), communication skills (47), and career education (10), for a total of 151 objectives.

Performance Objectives — development of

****A Comparison of Priority Objectives Selected by Local Districts.*** Santa Fe, NM: Department of Education. 1973-74 School Year. Approx. 25 p.

The document explains how the local school districts selected and rated specific basic cognitive skill objectives; describes statewide trends relating to the objectives being selected as priorities (the top five in each skill area are cited); and gives a summary of the 1973-74 priority objectives as compared to previous year's priorities.

State Testing Programs

New Mexico School District Profile. Santa Fe, NM: Department of Education. 1971. 98 p.

In addition to providing quantitative data about New Mexico's school districts concerning community factors, school finance, teacher characteristics, and pupil characteristics, this report contains the results in bar graph form of the state testing program for academic aptitude and achievement, grade 5, for the 1970-71 school year. Standardized tests used.

New Mexico School District Profiles. Santa Fe, NM: Department of Education. April 1972. 192 p.

Contains quantitative data about New Mexico's school districts for the 1971-72 school year and the results in bar graph form of the state testing program for achievement in grades 5 and 8, and for academic aptitude in grades 1, 5, and 8.

Analysis of Statewide Testing Program Results, 1971-72. Grades 1, 5, and 8, and ACT Report 1972. Santa Fe, NM: Department of Education. March 1972. 29 p.

Analyzes the statewide testing program results for 1971-72, which used standardized tests. Assessment of mental abilities for grade 1; assessment of academic aptitude and achievement, grade 5 and grade 8; and the ACT test for seniors.

New Mexico School District Profile, 1973. Santa Fe, NM: Department of Education. April 1973. 193 p.

Contains quantitative data about New Mexico's school districts for the 1972-73 school year and the results in bar graph form of the state testing program, which used standardized tests in achievement for grades 5 and 8, for academic aptitude, grades 1, 5, and 8; and the ACT test for seniors.

Analysis of Statewide Testing Program Results, 1972-1973. Grades 1, 5, and 8 and ACT Report 1973. Santa Fe, NM: Department of Education. March 1973. 47 p.

Analyzes the statewide testing program results for 1972-73, which used standardized tests. Assessment of mental abilities, grade 1; assessment of academic aptitude and achievement, grades 5 and 8; and the ACT test for seniors.

****New Mexico School District Profile, 1974.*** Santa Fe, NM: Department of Education. April 1974. 193 p.

Contains quantitative data about New Mexico's school districts for the 1973-74 school year and the results in bar graph form of the state testing program. Used standardized tests in achievement for grades 5 and 8; for academic aptitude for grades 1, 5, and 8; and the ACT test for seniors. Objective-based test results are given that were administered to all 12th graders in the Spring of 1973 in math, communication skills, social studies, and science.

****Analysis of Standardized Testing Program Results, 1973-74.*** Santa Fe, NM: Department of Education. April 1974. 67 p.

Summarizes the data accumulated from the most recent administration of selected instruments in October, 1973 for the standardized testing program, grades 1, 5, 8, and the ACT senior test. Compares the findings with information from previous years and points to trends and possible conclusions.

Personnel Evaluation

Interim Report: Competency-Based Certification. Santa Fe, NM: Department of Education. January 1, 1973. 10 p.

This paper details the action taken by the State Department of Education in the area of competency-based teacher certification, which has committed itself to designing a competency-based certification-recertification plan for 1975. A task force was appointed in late 1972 to investigate the concept and their meetings are summarized. The task force recommended that further study be made because more questions than answers had been uncovered by their investigation. The State Board authorized further study. The major questions are listed along with several alternative approaches to answer them. A proposal is to be made to the State Board by the Task Force by June, 1973 for implementation of one or more of the alternatives as outlined.

Acountability Systems: Models

Accountability. Santa Fe, NM: Department of Education. 1971. 21 p.

An early publication from the Office of Educational Planning in the Department of Education that presents a monograph on the subject of accountability.

*Sent to ERIC.

NEW YORK

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Assessment and Evaluation

Program Evaluators Handbook: Developing Solutions. One of the training and review series in E.S.E.A. Title III. Albany, NY: State Education Department. 72 p.

One in a series of six summaries of workshops held in New York over a 3-month period ending in February, 1969 in an early attempt to strengthen the state's evaluative effort, in this case in relation to Title III objective-based program planning.

Developing a System for Educational Evaluation. Albany, NY: State Education Department. November 6, 1969. 10 p.

Describes the New York State Evaluation System as it was envisioned in 1969 for assessing the effectiveness of the educational program at the state and local levels; relating characteristics of students, community and school to the school's effectiveness in achieving its goals; relating costs to program effectiveness; predicting impact of social, economic and political variables upon education; identifying possible courses of action to improve effectiveness of education, and predicting the probable effects of the various alternatives.

Assessment and Evaluation Handbook. Title I, ESEA. Albany, NY: State Education Department. No date. 128 p.

A manual to assist local school personnel in identifying appropriate evaluation techniques and devices to assess the effectiveness of programs initiated under Title I. Contains 29 evaluation planning charts developed by the State Education Department to be used in initial stages of designing a school program. Charts divided into four main headings: general objective, specific objectives, pertinent behavioral criteria, and evaluative procedures. Examples of other instruments such as check lists and rating forms also included.

Toward An Evaluation of Education. A Description of the Quality Measurement Project, Second Edition. Albany, NY: State Education Department. September, 1969. 28 p. ERIC ED 042 800.

Describes the 1965 phase of the Quality Measurement Project, an effort of the New York State Education Department to develop better methods of assessing the effectiveness of educational programs. The project looked at school performance in relation to other variables which appear to influence student performance; school systems were compared with similar school systems; and it was proved that data could be computer-processed. The QMP data has subsequently been merged with information supplied

by the Pupil Evaluation Program (PEP), which is based upon special tests of achievement developed in relation to goals and curricula. QMP provided evaluative data based upon nationally standardized tests. Both QMP and PEP test data were merged into Performance Indicators in Education (PIE).

Second School Quality Workbook. The Quality Measurement Project. Albany, NY: State Education Department. April 1970. 331 p. ERIC ED 04729.

This is an evaluative instrument which will aid administrators in judging the quality of their school systems. The Workbook, part of the Quality Measurement Project, is a method of determining the level of academic achievement in the basic skills of a school system with reference to similar systems and children. Comparison of academic achievement is possible through the use of norm tables which are divided into classifications of community, socioeconomic type, student I.Q. and socioeconomic background. Section 1 presents normative figures and tables wherein data are based upon school system mean achievement scores. Data encompass test areas for grades 5 and 8. Section 2 presents normative tables for comparing achievement of certain defined student groups within a school system with similar student groups across the state, grades 5 and 8. Procedures to be followed in using the Workbook are provided.

Quality Evaluation Through Nomographs. Albany, NY: State Education Department. April 1970. 27 p. ERIC ED 047 006.

One of the Quality Measurement Project's purposes was to devise tools which the school administrator could use to gauge the effectiveness of his organization. This report describes the application of nomographic techniques as a means of determining school system effectiveness.

Using Comprehensive Achievement Monitoring in the Classroom. Draft copy. Albany, NY: State Education Department. No date. 76 p.

This is a draft of a manual explaining how to use Comprehensive Achievement Monitoring with reading, science and mathematics programs in the classroom. It is described as a new method of evaluating student achievement in the classroom and during curriculum development. Focuses on the achievement of students for specific behavioral objectives, rather than for global educational outcomes, and on growth in achievement. For teachers and administrators who wish to begin CAM in their schools or curriculum development projects.

Data Flow and Monitoring Procedures for Comprehensive Achievement Monitoring at Westchester BOCES, 1970-71. Albany, NY: State Education Department. No date. 20 p.

A flow chart and discussion to help systematize the CAM operation for the purpose of eliminating delays encountered in the turn around of data back to the teacher.

A Mathematical Model for Measurement and Control of Classroom Achievement. Albany, NY: State Education Department. April 1970. 78 p.

This report presents some of the underlying models and principles upon which CAM is operating; indicates the potential of the CAM procedures for use in an instructional management system; explores the generalizability of some of the techniques to measurement of other educational processes; and indicates the areas that need further research. Data from field trials in several high schools in the country are presented as examples of the principles involved.

CAM Student Manuals. Albany, NY: State Education Department. July 1970. 16 p.

A manual directed to the student that explains what CAM (Comprehensive Achievement Monitoring) is and what it means for the student; why CAM is a better way for him to attain his objectives; how to use CAM to interpret how well he is attaining his objectives, and what ones he is having trouble attaining.

Comprehensive Achievement Monitoring (CAM): A Project to Develop Longitudinal Classroom Evaluation Using Item Sampling. Albany, NY: State Education Department. February 1971. 99 p.

This report presents several papers given by participants at a symposium held in New York on an innovative method of evaluation in the classroom which is based on longitudinal testing, item sampling, and a performance curriculum. Called Comprehensive Achievement Monitoring, it was developed over

four years at the University of Massachusetts with participation from the State Education Department of New York. Describes and suggests various applications of CAM to a variety of educational situations. Includes bibliography. (CAM is one of the three major parts of the System for Pupil and Program Evaluation and Development (SPPED) initiated in New York in 1970.)

Monitoring and Managing Student Outcomes by Using New Computer Technology. Albany, NY: State Education Department. February 1971. 125 p.

The diversity of approaches to computer use and adaptability is the nucleus of this symposium. The feasibility of longitudinal and criterion-referenced testing is examined in terms of (1) alternative computer configurations for data analysis and reporting (2) item banking and computer-generated tests to facilitate implementation (3) functioning computer programs demonstrating the value and role of the computer in processing data for a full scale need assessment. Related uses of the computer are presented in their adaptations to (1) instructional management of programs of individualized instruction, and (2) PPBS decision-making or curriculum research.

Comprehensive Achievement Monitoring: A Technique for Instructional Management. Albany, NY: State Education Department. May 1971. 15 p.

A brief explanation of Comprehensive Achievement Monitoring to answer the general information needs of school people. Delineates major decisions that can be made through the use of CAM, which has been implemented in several sites in New York State. It is described as an improved evaluation technique which aids educators in making instruction and program-related decisions at all levels. The concept includes matrix sampling, longitudinal testing, performance or behavioral objectives, computer analysis of data, criterion-referenced instruments, and mastery testing. The system can be used by teachers, students and administrators.

Comprehensive Achievement Monitoring's Training Manual. Albany, NY: State Education Department. July 1971. 239 p.

An engineering manual for the planning, constructing, instituting and updating of a Comprehensive Achievement Monitoring system, a procedure for monitoring student movement continuously while a program is in operation. It is predicated on behavioral objectives, item sampling, and longitudinal testing. Profiles of achievement which follow group progress on any or all course objectives, test reports of individual students, and item analysis can all be generated from existing computer programs. First chapter describes current procedures for evaluating instructional systems and analyzes their inadequacies. Second chapter presents CAM as an alternate model for evaluation. The third chapter explains how to develop behavioral objectives and related test items, providing examples of both. The fourth chapter describes the procedures necessary to develop a CAM system. The fifth discusses the information feedback available from CAM. The sixth explains how to orient teachers to the system. Questions about CAM, records and forms used in the system, and a bibliography are provided in the appendix.

Tables and Figures for Use in CAM Training. Albany, NY: State Education Department. July 1971. Approx. 30 p.

Provides a number of tables and figures to use in training individuals how to use Comprehensive Achievement Monitoring.

Practice Exercises for CAM Training. Albany, NY: State Education Department. August 1971. 57 p.

Contains a number of practice exercises which can be used in training individuals how to use Comprehensive Achievement Monitoring.

Project SPED (System for Program Evaluation and Development). A Description of Basic Components. Albany, NY: State Education Department. June 1971. 52 p.

Describes the basic components of the System for Program Evaluation and Development called SPED (later changed to the System for Pupil and Program Evaluation and Development, or SPPED) which was initiated in selected school districts or schools on a voluntary basis in September-October 1971. The components of the system are described, which include terminal objectives in reading, course objectives

in reading, criterion-referenced test items and tests to measure terminal and course objectives, Comprehensive Achievement Monitoring (CAM) and Automated Instructional Management Systems (AIMS). Both CAM and AIMS combine to produce a continuous record of student progress on all important instructional objectives.

Irvine, David J. ***Meeting the Demands for Accountability.*** Reprinted from the Bulletin of the NASSP, November 1971. Albany, NY: State Education Department. 7 p.

This article suggests that by organizing and analyzing educational information more systematically we can better meet demands for accountability. In this context the author cites how an evaluation system can increase an educator's capacity for accountability. Defines purpose and characteristics of an evaluation system. Describes what information should be provided to potential users of a statewide evaluation system, the uses of evaluative information, and gives suggestions for initiating the development of such a system.

Irvine, David J. "Nontechnical Specifications for a System of Educational Evaluation." ***Educational Technology***. May 1973. 2 p.

The article by David Irvine of the New York State Education Department stresses the need for a systematic means of evaluating programs. It describes twelve specifications for a system to meet this need which have grown out of the New York experience.

Elementary and Secondary Education Statewide Evaluation Plan. Albany, NY: State Education Department. August 1973. 9 p.

Legislation enacted in 1973 provided funds to the State Education Department for an annual evaluation of the categorical urban aid program, and for the development and implementation of a comprehensive student evaluation program for elementary and secondary education. This document is a brief description of the proposed statewide evaluation plan. Reviews standardized testing for the general student population that will be continued under the program and the development of basic competency level tests in English and mathematics during the 1973-74 school year to be fieldtested in Spring, 1974 in a sample of secondary students. Plans for assessing the area of bilingual education and evaluation of urban education projects in reading through an instructional evaluation system (IES) in two New York City community districts are discussed. IES will include the development of instructional program objectives and criterion-referenced test items, and interpretation of test scores using predetermined performance criteria.

Evaluation: Elementary and Secondary Education. A Report to the Governor and Members of the Legislature Prepared Pursuant to S. 3602 of the Education Law. Albany, NY: State Education Department. March 1974. 190 p.

This is the first of the annual reports to the Governor required by state legislation enacted in 1973 for evaluation of urban aid programs and the development of a comprehensive student evaluation program. Reviews the progress the State Education Department and the local school districts have made in developing and implementing a Comprehensive Student Evaluation Program for elementary and secondary education, and indicates plans to continue and expand these efforts during fiscal year 1974-75. An interim program is first described which explains the best possible uses of existing methods and the most systematic use of existing information to evaluate current categorical and general educational programs. Progress of the Program is then taken up, which includes a pilot study of criterion-referenced testing undertaken in 1973-74 in ten school districts with different reading program needs, grades 4-6, in order to determine the feasibility of this kind of testing on a broad scale in all the schools. A main goal of the Comprehensive Program is to recommend feasible, cost-effective means for the Department to improve the planning, management and evaluation processes.

State Testing Programs

New York State Pupil Evaluation Program. School Administrator's Manual. Albany, NY: State Education Department. June 1970. 59 p.

The school administrator's manual describes the Pupil Evaluation Program (PEP), a fall testing program in reading and mathematics required of all pupils in grades 3, 6, and 9 in the public and nonpublic schools in the state to identify the educationally disadvantaged. Administrative procedures, school testing reports to be prepared for the Department of Education, and how to use the test results are included. Although originally intended for Title I requirements, PEP became a component of New York's State Assessment and Evaluation System.

Educational Disadvantage in New York State. Statewide Changes and Present Status as Revealed by the October 1969 Pupil Evaluation Program Test Results. Albany, NY: State Education Department. December 1970. 14 p.

Provides an overview of educational disadvantage in the state, using statewide averages. Shows statewide changes and trends in educational disadvantage that occurred between the fall of 1966 and the fall of 1969, and identifies by type those schools having the greatest need for help.

New York State Pupil Evaluation Program: Uses of Test Results. Albany, NY: State Education Department. August 1971. 22 p.

Presents a description of the Pupil Evaluation Program (PEP) and the kinds of reports prepared from the results of testing all pupils in grades 3, 6, and 9 in the public and nonpublic schools in reading and mathematics to identify the educational disadvantaged for Title I eligibility. This report is devoted mainly to the uses of PEP data by schools and school districts, the State Education Department, state government agencies, federal government agencies, and by other groups.

Legislation

Chapter 587, Laws of 1973. Albany, NY: NY State Legislature. 23 p.

The New York State Legislature amended several sections of its education law with Chapter 586, enacted in June, 1973. Part of this law applies to categorical urban aid for school districts having concentrations of pupils with special educational needs due to poverty. The law makes available to the State Education Department an amount equal to two per centum of the total appropriations for categorical urban aid for the evaluation of the program, and also for the development and implementation of a comprehensive student evaluation program for elementary and secondary education.

Performance Indicators, Variables, Correlates

Toward Predictive Models of Educational Achievement: A System for Data Analysis. Albany, NY: State Education Department. January 1971. 18 p.

An overview of a data analysis system for expediting the development and testing of regression models that was developed in support of the Performance Indicators in Education program of the New York State Education Department. The forerunner of PIE was the Quality Measurement Project, which was a method for determining the level of academic achievement in the basic skills of a school system with reference to similar systems and pupils, with some variables taken into account.

Irvine, David J. ****Performance Indicators in Education.*** Albany, NY: State Education Department. December 4, 1968. 4 p.

A paper presented at a conference in 1968 explaining the use of performance indicators as a set of models that relates important variables to the objectives in the schools, which is a factor in New York State's evaluation system. The models allow for the exploration of possible relationships between student performance and other variables such as surrounding conditions, student characteristics, and school processes.

Irvine, David J. ***Performance Indicators in Education and a System for Educational Evaluation.*** Albany, NY: State Education Department. September 29, 1971. Paper 99. 9 p.

Contains a description of the Performance Indicators in Education Program in New York State as part of a full service evaluation system the State Education Department is striving for. The PIE program utilizes district-level data on school factors, community factors, and student achievement. The data are analyzed to yield normative and performance information. The State Education Department will provide reports that indicate the districts' performance in eight areas by the Spring of 1972. Districts with lower than expected achievement will have the opportunity of visiting other districts closely resembling them who have scored above their predicted performance levels.

Stewart, Alan D. ***Performance Analysis in New York State Schools.*** Albany, NY: State Education Department. November 12, 1971. Paper 100. 7 p.

Gives an overview of the program, Performance Indicators in Education, instituted in New York State and what it has accomplished, as of November 1971.

****Variables Related to Student Performance and Resource Allocation Decisions at the School District Level.*** A Survey of Research with Emphasis on the Policy Implications of the Findings. Albany, NY: State Education Department. June 1972. 121 p.

This research survey shows how major studies have dealt with questions of model specification and parameter estimation. It describes the production theory and the findings of the studies as to what variables enter the educational production function. The survey also examines what is known about the impact of each variable on the production of educational output.

****Performance Indicators in Education. Local District Results - 1972.*** Albany, NY: State Education Department. September 1972. 24 p.

Provides information which can improve the ability of a district to evaluate its performance in reading and arithmetic achievement for grades 3 and 6. It is intended not only to describe the performance indicators program but also is an interpretive document for those school districts in New York that receive individualized performance profiles in connection with the Performance Indicators in Education (PIE) program. Information in the report is presented on scales which show the percentile rank of a particular district relative to other districts in the state. Information about the expected rankings of a district along certain criterion dimensions is also included. The expected rankings are based upon an analysis of information about socioeconomic and other factors prevailing in the community served by the district. The first performance reports were generated and introduced to local school administrators in May, 1971. Refinements of the equations and report format are incorporated in this report. The reports developed for each district are described and definitions of variables and forms of the equations are provided.

Performance Indicators in Education. Telephone Survey. Albany, NY: State Education Department. January 1973. 29 p. ERIC ED 080 501.

The Performance Indicators in Education program is intended to provide measures of the impact school districts have on the achievement of their pupils. Reports were prepared for 628 school districts in New York State and distributed at regional meetings, to school superintendents, or by mail to those districts not represented at a meeting. The purpose of this study was to obtain information about the reception and use of the Performance Indicators reports by the superintendents. A telephone survey of a random sample of chief school administrators was performed, and the results are in the report as well as an explanation of the technique used.

Performance Indicators Workbook. Albany, NY: State Education Department. March 1973. 29 p. ERIC ED 080 591.

In the Fall of 1972 profile reports were sent to 628 school districts in New York State on their performance in reading and arithmetic achievement at the elementary school level. Over 100 districts were omitted because complete data were not available at the time analyses were started to develop performance scores. This workbook gives those omitted districts an opportunity to calculate their performance scores. In addition, some districts among the original 628 may wish to see how changing

conditions in their communities or student bodies might be expected to affect the achievement of their students, and the workbook can be used for that purpose.

***What Research Says About Improving Student Performance.** A Manual for Administrators. Albany, NY: State Education Department. March 1973. 30 p.

This manual for administrators provides in nontechnical terms the major findings of a review of the literature of the effect of variables upon performance which was published in 1972 by the State Education Department under the title, ***Variables Related to Student Performance and Resource Allocation Decisions at the School District Level.*** This review integrated the findings of various investigations of determinants of student performance in the cognitive and noncognitive areas and described the theoretical backgrounds and methods used. The manual presents the research findings by organizing them around 10 questions concerned with the relationship between variables and performance. The studies are identified which are representative of the findings under each of the questions.

Accountability Systems: Models

A Design for an Accountability System for the New York City School System. Princeton, NJ: Educational Testing Service. June 1972. 249 p.

A proposed design for an accountability system for the New York City School System designed by Educational Testing Service of N.J. Gives principal concepts underlying the design and major recommendations to the Board of Education for implementing the system. A summary of the report precedes the full report with the summary sections keyed to the chapters that describe in detail problems to be solved, issues to be resolved, and alternatives that may be chosen from among the proposals and recommendations. Chapters 1 and 2 present the concept of educational accountability and an overview of the accountability plan. Chapters 3, 4 and 5 discuss student performance objectives and standards, assessing student performance, and criterion measurement. Chapters 6 and 7 are involved with assessing process variables and diagnosing student performance. Chapters 8 and 9 present a design of corrective action and explain the meaning and development of staff performance objectives. Installing the accountability plan, both a short-range and long-range plan, is taken up in Chapters 10, 11 and 12. Analysis and interpretation of accountability data is explained in Chapters 13, 14 and 15. An Appendix contains cost estimates for staff and data processing for the plan. The plan was designed in 1972 and the designers recommended gathering data for a developmental plan in order to be fully operational by 1975.

Educational Goals

Goals for Elementary, Secondary and Continuing Education in New York State. (For Discussion) Albany, NY: State Education Department. April 1973. 21 p.

A preliminary paper which lists ten goals expressed in terms of learner outcomes developed by the Regents and which was sent to educators and citizens throughout the state to elicit comments. Major gaps between the goals and reality also are listed.

Goals for Elementary, Secondary and Continuing Education in New York State. Albany, NY: State Education Department. February 1974. 20 p.

Contains the learner outcome goals adopted by the Board of Regents following a two-year development stage involving teachers, administrators, school board members, students, and concerned citizens. Each of the ten goals is accompanied by the educational outcomes that are the particular responsibility of the school. The statement also identifies serious gaps between the goals and current reality. Local school systems (the New York school system includes the private schools) are urged to use the statement in formulating their own local programs and in assessing the effectiveness of existing programs. Further examination and comment is invited by the Regents from educators and citizens.

Sampling Procedures

Program Evaluators Handbook. Sampling Model. Albany, NY: State Education Department. February 1969. 19 p.

New York State, in an early attempt to strengthen its evaluative effort by starting with Title III, conducted a series of workshops and training sessions over a 3-month period ending in February, 1969. Formal lessons were accompanied by simulated experiences and related materials. This document on a sampling model is one in a series of 6 summaries of the sessions. The discussion centers mainly on an analysis of errors in sampling in technical terms.

Test Instruments — development of

Program Evaluators Handbook. Measurement. Albany, NY: State Education Department. February 1969. 30 p.

One in a series of 6 summaries of workshops held in New York State over a 3-month period ending in February, 1969, to strengthen the state's evaluative effort in relation to Title III. Defines measurement domains, discusses person and item sampling, test and item selection. Presents a list of standardized tests and suggestions for item writing.

Performance Objectives — development of

Program Evaluators Handbook. Determining Objectives. Albany, NY: State Education Department. February 1969. 41 p.

One in a series of 6 summaries of workshops held in New York State over a 3-month period ending in February, 1969, to strengthen the state's evaluative effort in relation to Title III. Includes development of learner outcome objectives and institutional objectives.

Selecting and Using Objectives in Program Design and Evaluation. A draft paper for use in the SPED and CAM Projects. Albany, NY: State Education Department. September 1971. 128 p.

For use in the System for Pupil and Program Evaluation and Development and the Comprehensive Achievement Monitoring system instituted in New York, this is a draft of a guide specifically designed for teachers. It is concerned with questions they may have in selecting and using objectives, relating instructional objectives to matters of curriculum and instruction, and relating objectives to the evaluation of curricula and of students.

Performance Objectives — copies of

****A System of Objectives in Reading.*** A draft manual for the selection of reading objectives in Project SPED. Albany, NY: State Education Department. November 1971. 124 p.

A draft manual that explains the system for classifying reading objectives and presents the set of reading objectives developed for the project SPPED (System for Pupil and Program Evaluation and Development) that has been instituted in New York State.

Cost Effectiveness: Cost Analysis

Wohlferd, Gerald H. ***Cost Analysis in Education.*** Reprinted from ***The Educational Forum,*** March 1970. Albany, NY: State Education Department. 7 p.

The article points out the difficulties entailed in applying costs analysis techniques to education as compared with industrial cost accounting. Presents some cost techniques that are possible to apply to education.

Technical Report of a Project To Develop Educational Cost Effectiveness Models for New York State. Albany, NY: State Education Department. March 1970. 29 p. ERIC ED 043 097.

This technical report was developed under contract to Abt Associates, Inc. for the State Education Department. Four objectives of the study were (1) to test the effectiveness of factor analysis as a procedure for reducing the number of variables required as independent terms in regression equations

(2) to develop a series of equations for predicting academic achievement, given pertinent information about conditions that might affect output (3) to evaluate the desirability of using curvilinear, rather than linear, prediction equations (4) to explore the feasibility of using existing data to develop equations for predicting the effects of program changes on program outputs.

Performance Contracting

***Performance Contracting in Elementary and Secondary Education.** A Report Showing the Developments on a Nationwide Basis and the Implications for New York State. Albany, NY: State Education Department. December 15, 1970. 41 p.

A report prepared for the New York Board of Regents showing the developments on a nationwide basis and the implications for New York State of performance contracting. Historical developments, a discussion of the first performance contracting experiment, reaction to performance contracting, and supporting data are included. The supporting data consist of statements from prominent educators about performance contracting, a description of the Texarkana project and others, legal aspects, model specifications for performance contracting and performance criteria, financial details, references, and a bibliography.

Wohlferd, Gerald H. ***Performance Contracting Overview.** Albany, NY: State Education Department. February 1973. 30 p.

A brief overview of performance contracting experiences during a three-year period up to the time of the 1973 date of the article with the conclusion that although some performance contracting was successful, in the majority of cases it was not. Provides an appendix that lists those performance contracts over the country for which evaluative data are available and contains the objectives to be reached, the methods of teaching employed, and evaluation of the results. A bibliography also is included.

Personnel Evaluation

***A New Style of Certification.** Albany, NY: State Education Department. March 15, 1971. 13 p.

A set of four process standards proposed by the Department of Education to be followed in developing trial projects in teacher education which will lead to a certification that signifies a measure of competence.

***In the Preparation and Practice of Professionals for Elementary and Secondary Education.** From the "Unit" included in Regent Statewide Plan for the Development of Post-Secondary Education. Albany, NY: State Education Department. November 1, 1972. 12 p.

The "Unit" is part of the Board of Regents statewide plan for the development of post-secondary education. Presents the broad outlines of a plan to implement an improved system of teacher certification based upon pupil performance, and accreditation of teacher preparation programs based upon performance. Plans for continuing education of teachers also is discussed.

***Strategies and Resources for Developing a Competency-Based Teacher Education Program.** Albany, NY: State Education Department and Multi-state Consortium on Performance-Based Teacher Education. October 1972. 137 p.

This volume is a product of the Multi-State Consortium on Performance-Based Teacher Education, a 9-state consortium administered by the State of New York. Written as a practical guide for the practitioner, it suggests procedures for developing competency-based teacher education programs and considerations in their implementation, along with potential resources to support these efforts.

Andrews, T. E. ***Performance Education — Atlanta or Atlantis.** Albany, NY: State Education Department and Multi-State Consortium on Performance-Based Teacher Education. 1973. 123 p.

Another product of the Multi-State Consortium on Performance-Based Teacher Education administered by the State of New York. It is designed to be read primarily by legislators and state education personnel. Its purpose is to provide assistance to agencies considering the development of performance-based teacher education programs and certification policies. The emphasis is on management, on how

appropriate planning and the allocation of resources can assist any agency in meeting its objectives. Names and addresses of resource persons on PBTE are provided in an appendix.

Houston, W. Robert, University of Houston. ***Resources for Performance-Based Education.*** Albany, NY: State Education Dept. & Multi-State Consortium on Performance-Based Teacher Education. March 1973. 242 p.

A third publication of the Multi-State Consortium on Performance-Based Teacher Education administered by the State of New York. This project surveyed PBTE instructional resources that have been developed during the past few years throughout the country, reviewed and annotated them, and indexed them for ready access. Resources annotated include films slide/tapes, modules, programmed texts, and multi-media kits for training prospective or inservice educational personnel.

Houston, W. Robert, University of Houston. ***Performance Education — Resources for Performance-Based Education, Supplement A.*** Albany, NY: State Education Dept. & Multi-State Consortium on Performance-Based Teacher Education. November 1973. 193 p.

This publication of the Multi-State Consortium on Performance-Based Teacher Education is a supplement to the March, 1973 edition, (see preceding report) and annotates new resources that have been developed since that time and others identified by the project staff.

*Sent to ERIC.

NORTH CAROLINA

State Agency Representatives

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Robert Evans, Director
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Comprehensive Planning

North Carolina Final Report for 1971 Project Year. Mid-Atlantic Region of the Regional Interstate Project for State Planning and Program Consolidation. Raleigh, NC: Department of Public Instruction. December 1971. 11 p.

Describes North Carolina's Interstate Project for the 1971 project year in the area of comprehensive planning. Includes adoption of management goals and objectives and future plans for determining the effectiveness of a school in terms of output and/or student outcomes.

Questionnaire-Opinionnaire Concerning Educational Priorities. Raleigh, NC: Department of Public Instruction. October 1971. 10 p.

A questionnaire for North Carolina citizens concerning educational priorities.

Assessment and Evaluation

The Development of a Statewide Plan for Assessing Public Elementary and Secondary Education in North Carolina, Including an Evaluation of ESEA Title I Programs. Raleigh, NC: Research Triangle Institute. June 1971. 56 p. Final Report prepared for the State Board of Education.

A proposed plan by Research Triangle Institute to assist North Carolina in designing a statewide educational assessment program to evaluate the effectiveness of the state's schools. Includes delineation of information and instrumentation, sample design, data collection and editing, and data analysis. For grades 6 and 9. Looks into variables related to educational performance.

The 1971-1972 State Assessment of Educational Progress in North Carolina. Raleigh, NC: Department of Public Instruction. December 1972. Approx. 150 p.

Part of North Carolina's comprehensive planning program is the statewide assessment program to be implemented at the 6th grade level as a first step. A sample of 6th grade pupils was assessed in four cognitive achievement areas (reading, mathematics, language arts, and career awareness), using standardized tests. In addition, an assessment was made of academic ability, factors in school environment which affect learning, and noncognitive areas associated with achievement. Results compare North Carolina with national and regional norms. Attitude instrument included (attitude toward school, community, and home). Reflects assessment of three geographic regions of state and three types of communities, and also assesses educationally disadvantaged served by Title I.

North Carolina Percentile Norms, Grade Six, Iowa Test of Basic Skills. Raleigh, NC: Division of Research, Department of Public Instruction. 1972. 17 p.

Contains tables compiled from data derived from the 1972 North Carolina Assessment of Educational Progress, Grade 6, for one of the tests, the Iowa Test of Basic Skills.

Accountability Systems, models

Progress Report and Future Plans; Accountability Model for North Carolina. Mid-Atlantic Region Interstate Project. Raleigh, NC: Department of Public Instruction. December 1972. 52 p.

Outlines progress and future plans of the accountability model which is being developed for North Carolina's public elementary and secondary education. Contains a brief description of the statewide assessment program, a summary report of the survey to determine attitudes toward accountability, and a fairly detailed outline of the tentative accountability model. Future plans include the development and approval of an official accountability model; an accountability bill which might be presented to the State General Assembly; implementation of the model on a pilot basis, and evaluation and revision of the model. The model emphasizes primarily accountability for accreditation.

Accountability: Review of Literature & Recommendations for Implementation. Raleigh, NC: Department of Public Instruction. May 1972. 32 p. ERIC ED 066 826.

This document describes the need for the implementation of the concept of accountability, reviews the literature in the area, and outlines the plan for establishing accountability in the public schools of North Carolina.

Personnel Evaluation

Standards & Guidelines for Approval of Institutions & Programs for Teacher Education: Competency-Based Program. Raleigh, NC: Department of Public Instruction. April 1973. 136 p.

Teacher education standards and guidelines have been developed and adopted in North Carolina by the State Board of Education with the objective of moving toward a performance-based certification system. The competency-based portion of the overall program is described in this report. Standards and guidelines are given for the approval of institutions for teacher education; for teacher education programs; for institution-based innovations and experimental programs; for organizing and implementing consortium-based teacher education; administration of the competency-based teacher education program, and for certification.

NORTH DAKOTA

State Agency Representative

Dr. Ronald Torgeson, Director
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Assessment and Evaluation

Reading in North Dakota, A Statewide Assessment. Bismarck, N.D.: Dept. of Public Instruction. Not dated. 26 p.

The area of reading is a major area of concern for North Dakota, which was pinpointed during the ESEA Title III needs assessment. Following an examination of the reading programs in the state, an in-depth study of the reading ability of 4th grade students selected on a random basis from public elementary schools was conducted which identified the disabled reader and determined the nature of the difficulty. This publication presents criteria that have been established as guidelines for the development and operation of an acceptable reading program, and for evaluation of current programs. The criteria were established prior to the assessment and the document relates the information gathered from the assessment to the criteria.

Educational Goals

Goals of Education for North Dakota. Bismark, ND: Dept. of Public Instruction. July, 1974. 4 p.

A set of eleven learner outcome educational goals for North Dakota which are the result of eight regional meetings with commmunity representatives and educators across the state.

OHIO

State Agency Representatives

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Legislation

House Bill No. 475, 1972. Columbus, OH: Ohio State Legislature. 1 p.

Enacted in 1972, this act mandates the development of a comprehensive accountability system in Ohio, including measurable objectives, a management information system, and a uniform accounting system.

Accountability Systems; Models

The Development of An Educational Accountability Model. A Progress Report. Columbus, OH: Department of Education. June 30, 1972. 73 p.

In accordance with state legislation enacted in 1972, the Department of Education launched a threefold approach to developing an accountability model: (1) the selection of an Accountability Task Force (2) a massive citizen survey, "Survey for Consensus" (3) a cooperative Department of Education, public school, and university enterprise to develop a refined accountability model that reflects the results of Search for Consensus and determinations of the Task Force. This document summarizes completed efforts of the three-fold approach and presents a time frame for future plans for developing the accountability model.

The Ohio Accountability Project: Advocate Team Report. Three accountability models devised in response to Ohio House Bill 475. R.F. Number 3503-A1. July 3, 1972 - December 1, 1972. Prepared by the Ohio State University Evaluation Center.

"A Transactional Accountability Model for the Public Schools of Ohio." October 9, 1972. 124 p.

The Department of Education contracted with the Ohio State University Evaluation Center for the design of a statewide accountability system. A part of the contract called for the use of advocate teams to design three alternative accountability systems from which Ohio could derive the system it will use. This report is the proposed accountability system of one of those teams.

"An Educational Accountability System for the State of Ohio." November 1, 1972. 157 p.

This report is another of the three alternative statewide accountability systems proposed by an advocate team, as contracted with the Ohio State University Evaluation Center.

"A Proposed Accountability System for Elementary and Secondary Education in the State of Ohio." November 1, 1972. 57 p.

This document is a third alternative statewide accountability system as proposed by an advocate team under contract terms with the Ohio State University Evaluation Center.

Educational Goals

Ohio Educational Goals. Columbus, OH: Department of Education. 1973. 1 p.
Six pupil outcome goals adopted by the State Board of Education in June, 1973.

What 125,000 Ohioans Want From Their Schools. Alternatives for Educational Redesign. Columbus, OH: Department of Education. 1973. 31 p.

This report presents in condensed form the reactions of citizens at an April 28, 1973 state conference, the fourth phase of the "Search for Consensus" program. At this conference citizens reacted to a series of proposed suggestions for redesigning education which had been indicated at earlier conferences, and also to six accountability procedures that had been developed in accordance with the accountability mandate enacted in 1972. Nearly 125,000 participants attended local, county, regional, and state seminars in Ohio in the Search for Consensus program in 1972 and 1973. Recommendations will be made to the General Assembly for legislative action based upon data from the April 28 meeting.

OKLAHOMA

State Agency Representative

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Assessment and Evaluation

An Assessment of Educational Needs for Students in Oklahoma, 1970. Phase II. Oklahoma City, OK: Department of Education. No date. 56 p.

The second of a three-phase statewide Title III needs assessment program which attempts to quantify the relationship that exists between present educational effort, student achievement, and variables that may affect achievement. Achievement test scores of a sample of Oklahoma students compared to national norms.

Questionnaires (citizen opinion)

Establishing Educational Goals for Oklahoma. Oklahoma City, OK: Department of Education. 1971. 4-page brochure.

An instrument that was prepared to elicit citizen opinions of the importance of a number of educational needs in order to determine what should be the educational goals for the state.

Educational Goals

Measuring up . . . Moving on . . . 1971-1972 Annual Report. Oklahoma City, OK: Department of Education. 68 p.

This document contains a list of future Department of Education institutional and pupil outcome goals that have not been formally adopted by the State Board of Education at this time. The rest of the report outlines educational areas for which the Department of Education has been responsible for the past year.

Legislation

Enrolled House Concurrent Resolution No. 1027. Oklahoma City, OK: Oklahoma State Legislature. 1973. 5 p.

The Concurrent Resolution was formally adopted by the State Board of Education and made a legal part of the operational school code in March, 1973. It requests the Department of Education to implement an educational accountability program and that each school district wishing state accreditation initiate a needs assessment of all grades. Goals and objectives shall be utilized to plan the instructional program to fit the needs of the students of each district.

OREGON

State Agency Representative

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Assessment and Evaluation

Plan for Oregon Assessment of Educational Progress. Salem, OR: State Board of Education. September 10, 1971. 3 p.

An outline of the Oregon 1970-71 assessment plan following a resolution of the State Board of Education to conduct such a program. Involves contract with Science Research Associates to conduct testing programs in grades 4, 9, and 11 to be completed by November, 1971. The SRA Primary Communication Skills (reading, arithmetic, composition) and criterion-referenced assessments of career awareness and citizenship knowledge and attitudes were to be used.

1971-72 Oregon Assessment Survey. Salem, OR: State Board of Education. October 20, 1971. 3 p.

An outline of the Oregon 1971-72 assessment survey involving grades 4, 9, and 11. Areas of learner needs measured are primary communications skills, career awareness, and personal attitudes and general awareness.

Fact Sheet - Statewide Assessment Program. Salem, OR: State Board of Education. 1973. 1 p.

A fact sheet for the statewide assessment program in Oregon for the 1973-74 school year that assessed reading skills in grade 4 using objective-referenced paper and pencil test.

Test Instruments — copies of

Oregon Mutuality of Planning, Learner-Based Needs Assessment, 8th Grade. Northwest Regional Educational Laboratory for State Board of Education. No date. 29 p.

This instrument for grade 8 pupils is a part of the Oregon Mutuality of Planning Project which includes certain school districts and is coordinated by the Northwest Regional Educational Laboratory. Their responses will be used by task forces composed of parents, students, teachers, and school administrators in the districts to arrive at solutions for improving their schools. Questions concern career awareness and general awareness.

Oregon Mutuality of Planning, Learner-Based Needs Assessment, 12th Grade. Northwest Regional Educational Laboratory for Oregon State Board of Education. No date. 32 p.

This instrument is for grade 12 pupils, a part of the Oregon Mutuality of Planning Project coordinated by the Northwest Regional Educational Laboratory for certain school districts in Oregon. Questions concern career awareness and general awareness and are to be used by district task forces to arrive at solutions for improving their schools.

Educational Goals

Statement of Philosophy and Goals. Beaverton, OR: School District 48. February 1969. 1 p.

A statement of philosophy and goals developed by the Beaverton School District in Oregon. Approved in February, 1969.

Oregon Board of Education Goals for Elementary and Secondary Education. Salem, OR: State Board of Education. February, 1974. 2 p.

A statement of six statewide pupil outcome goals conceived and endorsed by Oregon citizens that were approved by the State Board of Education February 8, 1974.

Course Goals, General Introduction. A cooperative project (Tri-County Goal Development Project) of the school districts of Clackamas, Multnomah, and Washington Counties. Portland, OR: Commercial-Educational Distributing Services, for State Board of Education. 1972. 31 p. COPYRIGHT 1972.

This document requires additional annotation and explanation for clarification of its subject matter and the next 12 volumes connected with the project. It is our inclination to place the report and the 12 volumes under the heading of Performance Objectives, but since a distinction has been made among the terms of "system goals", "program goals," "course goals," "instructional goals," "behavioral objectives," and "performance objectives," it was decided to use the heading of Educational Goals. These distinctions are clearly defined in all the documents and examples are given to make them clear to the reader.

This particular document is a guide to the next 12 publications, which is a 12-volume set of 15,000 program and course goals in 12 basic K-12 subject areas. Resulting from a cooperative project of the school districts in three Oregon counties, they evolved from 200 master teachers from more than 55 school districts in the Portland metropolitan area who spent three years writing, selecting, and classifying learner outcome goals. They were assisted by curriculum and evaluation specialists and university consultants. Support came from the Oregon Board of Education, USOE, and available funds of the districts involved.

The goals are appropriate for use in management and planning at all school system levels. They are labeled with codes to make their curricular uses apparent and to permit their retrieval in various combinations from a computerized storage system. SEAR does not have all the most current volumes, as they are continually validated and revised.

In addition to acting as a guide for the following volumes of program and course goals, this document describes the organization of the Tri-County Project, the selection of teachers for goal writing, how the goals were written, and the criteria used. An explanation of the coding system is fully explained. A price list for the editions is available. The address from which to obtain the reports is: Commercial-Educational Distributing Services, P. O. Box 8723, Portland, OR 97208.

Titles and costs of the 12 volumes follow: Each provides background of the Tri-County Project, definition of the levels of goals used, how they can be used, how to read and interpret the materials in the collection, and an extensive list of program goals and course goals for each subject area.

K-12 Course Goals in Art. 1st ed., 284 p. $6.75.
K-12 Course Goals in Biological and Physical Sciences. 2nd ed., 903 p. $12.00.
K-12 Course Goals in Business Education. 1st ed., 297 p. $6.00.
K-12 Course Goals in Health Education. 1st ed., 314 p. $6.75.
K-12 Course Goals in Home Economics. 1st. ed., 263 p. $5.25.
K-12 Course Goals in Industrial Education. 1st ed., 228 p. $5.25.
K-12 Course Goals in Language Arts. 2nd ed., 398 p. $6.75.
K-12 Course Goals in Mathematics. 1st ed., 192 p. $5.25.
K-12 Course Goals in Music. 1st. ed., 207 p. $6.00
K-12 Course Goals in Physical Education. 1st ed., 193 p. $6.00.
K-12 Course Goals in Second Language. 1st ed., 177 p. $4.50.
K-12 Course Goals in Social Science. 1st ed., 554 p. $9.75.

MBO (Management by Objectives)

Priority Needs of the Oregon Board of Education for Management by Objectives of Elementary-Secondary Education, 1974-1977. Salem, OR: State Board of Education. February 1974. 3 p.

A list of ten priority objectives adopted by the State Board of Education in February, 1974 that are divided into two categories: instruction-related and management-related concerns. They are listed with a short explanation of the Board's goals for each area. The State Board calls this approach a management by objectives.

Personnel Evaluation

Planning for Competency-Based Teacher Education and Certification. Report of Workshop Conducted by Western Region Interstate Planning Project. Salem, OR: State Board of Education. 1972. 38 p.

This document contains the details of a workshop held on the subject of performance-based teacher education and certification in Portland, Oregon, in April, 1972 by the Western Region Interstate Planning Project. State directors of teacher education and certification and representatives of the teacher training institutions, classrooms, district schools, local schools, and college students in teacher preparation attended. The purpose was to share a common base of information about the subject and to interact with the state department representatives on topics ranging from the nature of competency-based teacher education to the necessary contributions that each must make to bring about desirable changes in teacher education and certification.

Process Standards for Educational Personnel Development Programs. For Discussion Only. Salem, OR: State Board of Education. April 12, 1973. 20 p.

This document is in the discussion stage and contains standards that are intended to promote and guide the development of educational personnel development programs which are (1) centered in consortia of colleges, districts, teachers, and students, and are (2) oriented toward competency-based teacher education. Standards are presented under the headings of program planning and management, program implementation, staff, and students, along with recommended guidelines to be used in the implementation of the standards.

Legislation

Senate Bill 131, 1971. 1971 Session. Salem, OR: Oregon State Legislature. 12 p.

A teacher tenure law enacted in 1971 which requests an annual evaluation of performance for each teacher employed by a district with more than 500 students.

House Bill No. 2127, 1973. Salem, OR: Oregon State Legislature. 13 p.

Enacted in 1973, this bill transfers the authority to issue teaching certificates from the Superintendent of Public Instruction to the Teacher Standards and Practices Commission. It does not alter Senate Bill No. 131 but places teacher standards and certification in the hands of the teachers. Performance-based teacher certification is not spelled out in the bill, but it is possible the statutory Commission will continue this trend that has been taking place in Oregon.

Performance Indicators, Variables, Correlates

Clemmer, Robert and others. ***Indicators and Statewide Assessment.*** Denver, CO: Cooperative Accountability Project, prepared by member state of Oregon. March 1974. 40 p.

This report is concerned with the potential use of indicators as an aspect of statewide assessment. Chapter 1 outlines the history of the study and discusses the concept of indicators as used in the report. Chapter 2 presents Oregon's definitions of indicators and suggests criteria to be used in selecting indicators. Chapter 3 discusses two ways in which Oregon will use indicators in statewide assessment and suggests modifications other states may wish to use and difficulties that may be encountered. Chapter 4 outlines the procedures used by Oregon to identify and inventory sources of indicators. Chapter 5 reports on the uses being made of indicators by other state departments of education. Appendices contain a list of indicators actually identified for future use in Oregon, sample forms, a list of

agencies contacted as potential sources of statistical data from which indicators could be developed, and selected references.

PENNSYLVANIA

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Legislation

Section 290.1 of the School District Reorganization Act of 1963. Harrisburg, PA: Pennsylvania State Legislature. 1 p.

A copy of the section of the School District Reorganization Act of 1963 that required the State Board of Education to develop an evaluation procedure for measuring objectively the state's educational programs, upon which the Pennsylvania Educational Quality Assessment is based.

Educational Goals

Pennsylvania Education. Harrisburg, PA: Department of Public Instruction. September-October 1970 issue. Volume 2, Number 5.

Contains ten pupil outcome goals of quality education adopted by the State Board of Education in March, 1965.

Quality Education Program Study. Booklets 1 and 1A through Booklets 10 and 10A. Goals 1-10. Harrisburg, PA: Department of Public Instruction. June 1971. Out of Print.

This is a set of 24 booklets, a satellite project funded by ESEA Title III, that was designed to review, define, and clarify the Ten Goals of Quality Education adopted by the State Board in 1965. All of these booklets are out of print.

Assessment and Evaluation

Educational Quality Assessment, Phase I Findings. Harrisburg, PA: Department of Public Instruction. December 1968. 132 p. ERIC ED 065 519.

Phase I of the Pennsylvania Educational Quality Assessment was a pilot test conducted in 1968 to test the instruments and testing procedures, and to identify variables related to student achievement. This report contains extensive information about the measuring procedures, the measuring instruments (norm-referenced), the distributions of pupil scores, and the relationships between pupil achievement and school and community characteristics. A sample of pupils in Grades 5 and 11 were measured for achievement in terms of the Ten Goals of Quality Education. Both affective and cognitive achievement were assessed.

Educational Quality Assessment, Phase II Findings. Section I, The Pennsylvania Plan. Harrisburg, PA: Department of Public Instruction. May 1970. 6 p. Out of Print. ERIC ED 051 290.

Section 1 of the Phase II Findings series of booklets gives a brief description of Phases I, II, and III of the Educational Quality Assessment. Legislative background and the Ten Goals of Quality Education to carry out the legislative mandate are quoted.

Educational Quality Assessment, Phase II Findings. Section 2, Phase II Procedures. Harrisburg, PA: Department of Public Instruction. October 1970. 21 p. Out of Print. ERIC ED 051 291.

Section 2 of the Phase II Findings series describes the procedures used to implement the Educational Quality Assessment. These include sampling procedures, data collection, collecting school and teacher

information, and administration of tests and questionnaires. Appendices contain a copy of the teacher's questionnaire and time schedules for the pupil and student questionnaires.

Educational Quality Assessment, Phase II Findings. Section 3, Reliability and Validity. Harrisburg, PA: Department of Public Instruction. August 1970. 9 p. ERIC ED 051 294.

Section 3 of the Phase II Findings series is an overall discussion of reliability and validity, the reliability coefficients of the assessment inventories, and validity information collected about the inventories as experienced in the Educational Quality Assessment.

Educational Quality Assessment, Phase II Findings. Section 4, The Ten Goals of Quality Education, Rationale and Measurement. Harrisburg, PA: Department of Public Instruction. December 1970. 47 p. ERIC ED 053 159.

Section 4 of the Phase II Findings series provides school district personnel with a rationale for measurement in each of the ten goal areas measured in the Educational Quality Assessment. Each goal is quoted and broadly defined; the measurement inventory used to measure the goal for Grades 5 and 11, and a summary of the technical properties for each of the inventories are provided. Key test items with pupil responses to them are included. School district personnel can further define these broad goals in light of their own program objectives.

Educational Quality Assessment, Phase II Findings. Section 5, Pupil, School and Community Conditions, Definition and Measurement. Harrisburg, PA: Department of Public Instruction. August 1971. 30 p. ERIC ED 058 266.

Section 5 of the Phase II Findings series of the Educational Quality Assessment describes the educational correlates or variables obtained; the procedures used to group them into meaningful scales and indices; the distribution of Pennsylvania schools on these indices, and the interrelationships among these educational correlates. The Pennsylvania plan is built on the assumption that relationships exist between student performance and certain measurable school, community, and student characteristics.

Educational Quality Assessment, Phase II Findings. Section 6, Phase II Data Analysis. Harrisburg, PA: Department of Public Instruction. August 1971. 39 p. ERIC ED 058 267.

Section 6 of the Phase II Findings series of the Educational Quality Assessment discusses in some detail the multivariate approach based upon regression, the method of analysis used to interpret the data secured for the assessment. This method imposes certain restrictions on the interpretation of data. These restrictions and recommendations for dealing with them are discussed. Empirical results also are presented.

Educational Quality Assessment: Pennsylvania Looks At Its Schools. Harrisburg, PA: Department of Public Instruction. September 1971. 24 p. Out of Print. ERIC ED 065 516.

This booklet is a nontechnical overview of the Pennsylvania Educational Quality Assessment Plan. Describes establishment of the Committee on Quality Education following the legislative mandate enacted in 1963; adoption of the 10 state goals by the State Board of Education; development of the 1968 pilot project; Phase II of the assessment; use of variables and their effect on student performance; and the introduction of Phase III on a voluntary basis to assess 5th and 11th graders' attitudes and cognitive skills.

Manual for Interpreting School Reports. Harrisburg, PA: Department of Public Instruction. January 1971. 61 p. ERIC ED 065 518.

This manual is designed to help school personnel understand the results of the Pennsylvania assessment program as they pertain to their schools. Measures each of the ten goals of quality education that serve as the basis for assessment with norm-referenced instruments. Contains complete statement of each goal and a brief discussion of the rationale for its selection. Key items on the instruments and the percentage of students in the Phase II normative sample who chose the various response alternatives for these items are included. The key items have high item to total correlations in each instrument. Development of condition variables and the construction of education profiles are explained.

School Representative's Handbook. Harrisburg, PA: Department of Public Instruction. August 1971. 17 p. Out of Print.

This handbook is a procedural guide used by school district representatives responsible for the collection of data for the Educational Quality Assessment administered in October, 1971.

Monitor's Handbook, Grade Five. Harrisburg, PA: Department of Public Instruction. September 1971. 11 p. Out of Print.

A handbook used as a guide in administering the Phase III Educational Quality Assessment pupil questionnaire in October, 1971, to Grade 5.

Monitor's Handbook, Grade Eleven. Harrisburg, PA: Department of Public Instruction. September 1971. 10 p. Out of Print.

A handbook used as a guide in administering the Phase III Educational Quality Assessment student questionnaire to Grade 11 in October, 1971.

Monitor's Health Group Handbook. Grade Seven. Harrisburg, PA: Department of Public Instruction. September 1971. 38 p. Out of Print.

A handbook used as a procedural guide by monitors who administered a new assessment battery at the 7th grade level in October, 1971, which was a field test for the Educational Quality Assessment Plan.

Monitor's Log, Grade Seven. Harrisburg, PA: Department of Public Instruction. September 1971. 19 p. Out of Print.

Contains seating chart, log sheets for each section, and a general log sheet completed by the monitor after each day's session of the new assessment battery at the 7th grade level in October, 1971, a field test of the Educational Quality Assessment.

Educational Quality Assessment: Manual for Interpreting School Reports, 1971-72. Harrisburg, PA: Department of Public Instruction. December 1971. 69 p. ERIC ED 065 517.

This manual is designed to help the school administrator and staff to interpret the assessment report by acquainting them with the dimensions measured on each goal instrument, the condition variables measured, and the method used plus the form in which the results are reported for each school for the Fall 1971 assessment. Contains a condensed version of the history of educational quality assessment in the state and the purposes of Phases I, II and III. Appendices contain teacher questionnaire to obtain background, classroom practices, and attitudes of teacher, and a school information form sent to building administrators for community and school data.

****Educational Quality Assessment: Manual for Interpreting Elementary School Reports, 1972-73.*** Harrisburg, PA: Department of Public Instruction. September 1972. 55 p.

A manual to aid the school administrator and staff in the interpretation of the Fall 1972 assessment of grade 5 pupils for Pennsylvania's Educational Quality Assessment. Provides condensed version of the history of the program; the purposes of Phases I, II, and III; the dimensions measured on each goal instrument; the condition variables measured; and the method used plus the form in which the results are reported for each school. A sample school report is replicated, and the teacher background questionnaire and the school information form are provided in the Appendix.

****Educational Quality Assessment: Manual for Interpreting Secondary School Reports, 1972-73.*** Harrisburg, PA: Department of Public Instruction. September 1972. 57 p.

A manual to aid the school administrator and staff in the interpretation of the Fall 1972 assessment of grade 11 students for Pennsylvania's Educational Quality Assessment. Provides condensed version of the history of the program; the purposes of Phases I, II, and III; the dimensions measured on each goal instrument; the condition variables measured, and the method used plus the form in which the results are reported for each school. A sample school report is included, and the teacher background questionnaire and school information form are provided in the Appendix.

Educational Quality Assessment: Monitor's Handbook, Grade Eleven. Revised Edition 1972. Harrisburg, PA: Department of Public Instruction. 5 p.

A guide containing instructions for administrators of the Phase III data collection for the Educational Quality Assessment given in the Fall of 1972 to Grade 11 students.

Educational Quality Assessment: Monitor's Handbook, Grade Five. Harrisburg, PA: Department of Public Instruction. Revised Edition 1972. 7 p.

A guide containing instructions for administrators of the Phase III data collection for the Educational Quality Assessment given in the Fall of 1972 to Grade 5 pupils.

Educational Quality Assessment: School Representative's Handbook. Harrisburg, PA: Department of Public Instruction. Revised Edition 1972. 12 p.

A guide for school district representatives to implement the Educational Quality Assessment in the Fall of 1972 in order to assure accurate data collection and proper return of all assessment materials.

****A Longitudinal Study of the Pennsylvania Grade 5 Educational Quality Assessment Package.*** Harrisburg, PA: Department of Public Instruction. December 1972. 60 p.

The primary purpose of this study was to determine the extent to which growth would occur in each goal area (of the Ten Goals of Quality Education) and the degree to which pupils maintained their rank order with respect to each goal. A sample of 5th grade pupils from schools originally involved in Phase II was selected. The report describes the changes that took place over a two-year span. A brief description of each instrument and the technical properties is given in the Appendix. The general guidelines underlying the analysis of the longitudinal data are provided; sampling procedures and the results for the total sample are discussed. Male-female differences, differences between individuals having and not having interracial exposure, and differences among levels of father's occupation are fully explored.

****Manual for Interpreting Intermediate School Reports, Grade 7.*** Educational Quality Assessment. Harrisburg, PA: Department of Public Instruction. September 1973. 69 p.

A manual designed to aid the school administrator and staff in the interpretation of the assessment report for the Spring, 1973 assessment of pupils in Grade 7. Contains dimensions measured on each goal instrument, the condition variables measured, and the method used plus the form in which the results are reported for each school. A sample school report is replicated, and the Appendix includes the teacher questionnaire and the school information form.

****Manual for Interpreting Intermediate School Reports, Grade 9.*** Educational Quality Assessment. Harrisburg, PA: Department of Public Instruction. September 1973. 71 p.

A manual designed to aid the school administrator and staff in the interpretation of the assessment report for the Spring, 1973 assessment of Grade 9 pupils. Contains dimensions measured on each goal instrument, the condition variables measured, and the method used plus the form in which the results are reported for each school. A sample school report is replicated, and the teacher questionnaire and school information form are included in the Appendix.

EQA Inventory Technical Manual, Grades 7 and 9. Harrisburg, PA: Department of Public Instruction. 1973. 83 p. ERIC ED 087 189.

This is a manual for the Intermediate Form of the Educational Quality Assessment of the attitudes and basic cognitive skills for grades 7 and 9 measuring each of the Ten Goals of Quality Education in 1973. The first section gives the background of the program, fieldtesting of the instruments, and an overview of the total inventory. The second section discusses the 10 quality education goals and the measurement devices for each. The third section offers a series of tables which isolate specific student target groups that might benefit the most from programs designed to facilitate growth in each goal area. The fourth presents additional properties of the battery and summarizes the interrelationship between all scales and subscales. Technical and statistical terms are defined in the Appendix.

EQA - Educational Quality Assessment in Pennsylvania, The First Six Years. Harrisburg, PA: Department of Public Instruction. 1973. 20 p.

An informative brochure for public dissemination which explains six years of the Pennsylvania Educational Quality Assessment in nontechnical terms from its beginning to what is planned for the future.

Test Instruments — copies of

Level of Previous Learning and Things People Do. Elementary, Grade 5, SPQ1. ***Copyright*** (ETS, 1969). Harrisburg, PA: Department of Education. 17 p.

A copy of the 1969 assessment instrument for Grade 5 pupils that measured basic cognitive skills and attitudes for the Educational Quality Assessment.

Level of Previous Learning. Secondary, Grade 11, SPQ2. ***Copyright*** (ETS, 1969). Harrisburg, PA: Department of Public Instruction. 9 p.

A copy of the 1969 assessment instrument for Grade 11 students that measured basic cognitive skills for the Educational Quality Assessment.

Pennsylvania Pupil Questionnaire. Elementary. ***Copyright.*** Harrisburg, PA: Department of Public Instruction. July 1970. 16 p. Distribution restricted.

A copy of the 1970 assessment instrument for Grade 5 pupils that measured attitudes for the Educational Quality Assessment.

Pennsylvania Student Questionnaire. Secondary. ***Copyright.*** Harrisburg, PA: Department of Public Instruction. July 1970. 18 p. Distribution restricted.

A copy of the 1970 assessment instrument for Grade 11 students that measured attitudes for the Educational Quality Assessment.

Pennsylvania Student Questionnaire. Junior High. Harrisburg, PA: Department of Public Instruction. August 1971. 40 p. Out of Print.

A copy of the 1971 assessment instrument for Grade 7 students that measured attitudes for the Educational Quality Assessment.

Level of Previous Learning and Things People Do. Junior High. TPQ. ***Copyright.*** (ETS, 1971). Harrisburg, PA: Department of Public Instruction. 17 p.

A copy of the 1971 assessment instrument for Junior High pupils that measured basic cognitive skills for the Educational Quality Assessment.

Health Questionnaire, Junior High School. THTX. ***Copyright*** (ETS, 1971). Harrisburg, PA: Department of Public Instruction. 19 p. Out of Print.

A copy of the 1971 assessment instrument for Grade 7 students that measured their attitudes on health for the Educational Quality Assessment.

Level of Previous Learning. Secondary/Grade 9/UPQ. Harrisburg, PA: ***Copyright*** (ETS, 1972). 10 p.

A copy of the 1972 assessment instrument for Grade 9 students that measured basic cognitive skills for the Educational Quality Assessment.

Questionnaires (teacher, school administrator)

Quality Assessment Teacher Questionnaire. Harrisburg, PA: Department of Public Instruction. No date. 2 p.

Copy of the teacher questionnaire used in the Educational Quality Assessment Program.

School Information - Phase III, Quality Assessment Program. Harrisburg, PA: Department of Public Instruction. No date. 2 p.

Copy of the school information questionnaire used in the Educational Quality Assessment Program.

Personnel Evaluation

Policies, Procedures and Standards for Certification of Professional School Personnel. Harrisburg, PA: Department of Public Instruction. 1970. 163 p.

Since 1963, the Department of Education has been engaged in a cooperative effort with preparing institutions to establish the program approval approach to teacher preparation and teacher certification. The standards, policies, and procedures for implementing the approved program approach to the certification of professional school personnel in the Commonwealth are presented in this publication. Program approval determines the quality of the total program that leads to a particular teaching certificate. Each of the programs is explored in depth by on-site visits as it relates to objectives, organization and administration, faculty, curriculum, resources, and student achievement.

Chapter 49. Certification of Professional Personnel. Harrisburg, PA: Department of Public Instruction. 1972. 17 p.

A copy of the Regulations of the State Board of Education concerning certification of professional personnel effective October 7, 1972.

Pennsylvania's Competency-Based Teacher Education Program. Harrisburg, PA: Department of Public Instruction. January 1973. 20 p.

This paper briefly describes a long-term statewide program to evolve to a competency-based teacher education program in five stages at the state's 83 approved teacher-preparing colleges and universities.

Generic Teaching Competencies, An Interim Inventory. A Report to the Field of the Pennsylvania Competency-Based Teacher Education Project. Harrisburg, PA: Department of Public Instruction. June 1973. 68 p.

This inventory represents completion of the first two phases of Stage 1 in Pennsylvania's project for developing competency-based programs in the state. Over 1,400 competency studies for teacher education programs in 83 colleges and universities in the state were submitted to the Department of Education in June, 1972. These statements were refined and reduced in the next phase in statewide workshops and seminars composed of teacher educators from the 83 institutions and others, resulting in this inventory of 403 competency statements. It is presented for validation, revision, and possible implementation through preservice and inservice programs in the higher education institutions and the elementary and secondary schools. The next phase will produce interim inventories of specialized competencies, such as music education, social studies education, etc.

Certification Operating Policies and Guidelines. Harrisburg, PA: Department of Public Instruction. 1973. Approx. 10 p.

This document contains 1973 Department of Education policies and guidelines related to teacher certification, employment contracts, tenure, and scope of proper assignment, which were mailed to participants prior to the regional teacher education and certification review meetings.

Competency-Based Teacher Certification in the United States. Harrisburg, PA: Department of Public Instruction. November 1973. 12 p. & appendix.

This publication reports actual current practice related to the granting of teacher certification on the basis of assessed competencies in the U.S.

Status Report: Pennsylvania Competency-Based Teacher Education Program. Harrisburg, PA: Department of Public Instruction. January 1974. 2 p.

A brief statement of the current status of Pennsylvania's competency-based teacher education program. The Department of Education has not endorsed or mandated a particular model, but encourages the development of experimental programs and provides consultation and workshops of CBTE staff development. Discusses 1974 plans and activities being developed with federal funding that are competency-based projects.

Request for Proposals - Pennsylvania Competency-Based Teacher Education Program. Harrisburg, PA: Department of Public Instruction. No date. 4 p.

In this document the Division of Teacher Education is announcing the availability of small grants to Pennsylvania's colleges, universities, schools, and professional associations that will support projects advancing implementation of competency-based teacher education for preservice and inservice programs. The three proposal categories are Inventory of Specialized Competencies, In-Service CBTE Program Design, and CBTE Staff Development Workshop. The amount of the grant and the special conditions entailed for each project are presented.

Dissemination Methods

Educational Quality Assessment - Publicity Suggestions or . . . Is Anybody Out There Listening . . . or Talking? Harrisburg, PA: Department of Education. 1974. 48 p.

This report suggests several ways and gives examples of what a school district might do in the way of preassessment publicity, concurrent publicity, and postassessment publicity by using a hypothetical district with five elementary schools, two junior highs, and a senior high which received eight Educational Quality Assessment reports.

*Sent to ERIC.

RHODE ISLAND

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Legislation

Chapters 16-22, 1963. Providence, RI: Rhode Island State Legislature. 4 p.
This law provides for a more or less routine program of uniform aptitude and intelligence testing in both the public and private schools. Enacted in 1963, it is included because the state testing program will be transformed by the statewide needs assessment program's purposes. Objective-referenced instruments will be used along with the standardized instruments in the future.

Chapter 249, 1973. Providence, RI: Rhode Island State Legislature. 18 p.
This law, enacted in 1973, requests the Board of Regents to approve an MIS, a plan for defining broad goals and objectives for all levels of education in the state, and to formulate broad policy to implement the established goals and objectives.

Educational Goals

R.I. Educational Goals Conference. Providence, RI: Department of Education. September 18, 1971. 22 p.
Contains an account of the background and conference held in September, 1971 to develop broad statewide goals as mandated by the General Assembly of Rhode Island.

Educational Goals for Rhode Island. Providence, RI: Department of Education. No date. 10 p.
Contains the student outcome educational goals for Rhode Island which were adopted by the State Board of Regents in 1972.

Assessment and Evaluation

Rhode Island Needs Assessment Project 1972. Providence, RI: Department of Education. 123 p.
This document presents the needs assessment model suggested in 1972 for Rhode Island. The questionnaire which could be used to assess educational needs is presented, along with methods for administering it and of reporting the results. Alternative techniques for assessing needs are suggested. The process by which the needs assessment project evolved is discussed and presented in historical context. The needs assessment questions are learner-oriented and directly related to the goal statements. The needs assessment will be followed by program development, and a management information system and PPBS are contemplated to assist in program development, but will not be operative until 1975.

State Board, Department of Education Policies

Report of the Ad Hoc Panel on Test Score Release. Providence, RI: Department of Education. 6 p.

An approved policy for the public release of test scores resulting from the statewide testing program in Rhode Island, as it was recommended by an ad hoc panel to the Commissioner of Education.

MIS (management information system) and PPBS (program planning and budgeting system)

Report No. 2: Report on the Findings of Data Collection Survey for the State Department of Education. Providence, RI: Department of Education. August 15, 1971. 42 p.

A comprehensive review of data collection, manipulation, filing, and promulgation procedures was conducted by the Division of Research, Planning and Evaluation in the Department of Education with a view toward the establishment of an MIS for education as required by law. Comments on the findings and recommendations are presented.

Report No. 4: Addendum to the Report on the Findings of Data Collection Survey for the State Department of Education — Data Processing Costs and Applications & Status of Data Processing Consultant Reports. Providence, RI: Department of Education. November 15, 1971. 27 p.

This addendum to the previous report documents an attempt to determine costs for data processing at the Department of Education, higher education, and local educational agency levels.

Report No. 3: A Management Information System for Rhode Island Education. System Development Plan. Providence, RI: Department of Education. September 1, 1971. 20 p.

This document is a progress report concerning the development of an MIS for Rhode Island's educational agency, and presents a system development plan for the Rhode Island Educational Management Information System.

Memorandum #1: Rhode Island Education Management Information System (MIS). Providence, RI: Department of Education. September 3, 1971. 7 p.

The first of a series of Department of Education memoranda which indicates the steps being taken to implement the legislative mandate to establish an MIS. Sets forth broad guidelines, MIS objectives, and MIS policies to follow in developing the system.

Memorandum #2: Progress Report on the Rhode Island Educational Management Information System (MIS). Providence, RI: Department of Education. September 10, 1971. 6 p.

The second memorandum documents the steps being taken to develop a systems design for implementation of an MIS for education in the state as the optimum way to achieve a comprehensive design for the system. The MIS plan is outlined, and it indicates that a PPBS must be an integral part of the system.

Memorandum #3: Progress Report on Planning, Programming, and Budgeting System (PPBS) and Rhode Island Educational Management Information System (MIS). Providence, RI: Department of Education. March 23, 1971. 3 p.

The third memorandum discusses the 1972 education program budget format and describes a PPBS workshop held in January, 1972. Presents preliminary design for the MIS and states how the MIS and PPBS will provide the information necessary for a master planning process and for an educational program analysis in the state.

Seminar on PPBS for a School District. Sponsored by: Rhode Island Association of School Committees & Rhode Island Department of Education. Conducted by: Peat, Marwick, Mitchell & Co. January 25-26, 1972. 45 p.

This report describes the workshop held in Rhode Island on PPBS in January, 1972 to acquaint participants with PPBS concepts and the various elements of a PPBS; to develop in participants the skills necessary to implement a PPBS; and to develop a PPBS implementation plan for a school district.

Information and Planning Renewal in Rhode Island. Providence, RI: Department of Education. May 1972. 19 p.

Explains what the Rhode Island Board of Regents has accomplished in carrying out the legislative mandate to develop broad goals and objectives; to systemize information gathering, processing and analysis; and to systemize planning and evaluation. Discusses the master planning process for the state education system that involves needs assessment to derive major goals, an MIS and a PPBS, and the PPBS being established for all state agencies by the Department of Administration.

Galamaga, Donald P. ***MIS: Putting It To Work for Producers and Consumers of Education — "The Rhode Island Model".*** Providence, RI: Department of Education. June 27, 1972. 20 p.

Copy of a speech delivered by Donald P. Galamaga which describes Rhode Island's overall planning process, called the Open Systems Planning Process, and MIS.

Galamaga, Donald P. ***Planning Educational Manpower and MIS — What's It All For?*** A Presentation at the National Educational Manpower Seminar. Minneapolis, Minnesota. July 13, 1972. 17 p.

A second speech delivered by Donald P. Galamaga which discusses Rhode Island's Open Systems Planning Process, MIS, and the state's educational manpower proposal. The latter is a strategy for identifying manpower policy issues and linking them to a strategy for management information systems development so that planning for MIS is supportive of the policy requirements.

Memorandum #4: MIS Progress, PPBS, Statewide Needs Assessment, and Follow-On Activities for Local School Districts and Higher Education for 1972-73. Providence, RI: Department of Education. August 25, 1972. 8 p.

A fourth memorandum of the Department of Education that details the status of the MIS, PPBS, and statewide needs assessment, involving local school districts, elementary, secondary and higher education in the state, and citizens.

Data Collection Plan, School Year 1972-73. Providence, RI: Department of Education. September 8, 1972. 17 p.

The first data collection plan for Rhode Island education presents a listing of structured reports and forms required by the Department of Education to fulfill its own management and educational responsibilities under the 1969 legislative mandate.

Evaluation Policies and Procedures for the Educational Open Systems Planning Process. Providence, RI: Board of Regents for Education. 20 p.

This report outlines the policies and procedures that constitute the basic guidelines for the evaluation process to be followed in the assessment of programs carried out by or under the auspices of the Rhode Island Department of Education. The guidelines are intended to provide a framework wherein the Educational Open Systems Planning Process can validate, modify, or redirect its efforts.

SOUTH CAROLINA

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State Board, Department of Education Policies

South Carolina State Board of Education Statement of Educational Philosophy. Columbia, SC: Department of Education. April 7, 1967. 2 p.

Presents basic elements of the State Board of Education's philosophy, which includes appropriate goals and objectives, annual evaluation of educational quality of each school district, and a five-year plan for educational improvement. This policy has been the basis for major Departmental operational and developmental activities.

Educational Goals

Objectives for South Carolina Public Schools. Columbia, SC: Department of Education. May 8, 1970. 1 p.

This set of eleven, major long-range educational objectives, or goals, was developed from the findings of a Title III needs assessment conducted in 1968 and other Departmental efforts. They are consistent with the stated philosophy of the State Board of Education, and are management-oriented and process-oriented goals. Adopted by the State Board in 1970.

MBO (Management by Objectives); Comprehensive Planning

A Planning Model for Operationalizing Long-Range Educational Objectives. Columbia, SC: Department of Education. August 1971. 38 p.

This document explains the functional management by objectives planning model that the State Department of Education developed for operationalizing the eleven major objectives adopted by the State Board and the five-year plans adopted for each of the major objectives. A five-year plan for each major objective details strategies for meeting the specified goal and includes clearly stated program objectives, procedures for meeting the program objectives, resources required to complete the activities, and an evaluation design.

5-Year Plans for Meeting Eight Major Objectives for South Carolina Public Schools. Columbia, SC: Department of Education. 1971. 247 p.

After the State Board of Education adopted the eleven major objectives or goals in 1970, Department planning committees were formed and five-year plans were developed for eight major objectives. These were adopted in 1971, and this report presents the detailed planning to be initiated for implementing the objectives by 1975. Each five-year plan begins with a statement of the major objective, or goal, followed

by the sub-objectives to be attained on a yearly basis for each of the five years. Activities to help accomplish the objectives are described. An evaluation strategy for each yearly objective is given, and the plans are recycled and updated annually.

A Five Year Plan to Provide Adequate Numbers of Qualified Professional Personnel to Staff the South Carolina Public Schools. Columbia, SC: Department of Education. No date. Approx. 25 p.

By February, 1973, the State Board had adopted five-year plans that were developed by Department planning committees for the remaining three major objectives or goals. This report details the activities to be followed in attaining the ninth objective or goal, that of providing adequate qualified professional personnel. The sub-objectives for each of the five years are presented, which include the steps to be taken toward the implementation of performance-based teacher education and certification. Evaluation strategies are presented as well as resources required to complete the activities.

A Five Year Plan to Assess Annually the Educational Quality in Each School District in South Carolina. Columbia, SC: Department of Education. No date. 16 p.

This report presents the activities to be followed in achieving the tenth educational objective or goal, that of assessing annually the educational quality in each school district. The tenth goal is the main objective of the Annual Assessment System, which is planned statewide for 1973-74. The assessment model presented is a criterion-referenced assessment with goal statements and stated performance objectives to be attained by 1978. The yearly activities to take place are given to attain each of the sub-objectives required for each of the five years, the evaluation of the assessment efforts, and resources needed.

A Five Year Plan to Implement a Defined Minimum Program in Each School District. Columbia, SC: Department of Education. No date. Approx. 68 p.

This report presents the activities to be followed in achieving the eleventh educational goal or objective, that of implementing at least a defined minimum program in each school district by 1975. The program is based upon comprehensive planning for a five-year period with an annual updating of the plan by the school district. A Defined Minimum Program is outlined in detail, which includes the entire operational program of a school district and minimum criteria for each phase of operation. Sub-objectives and activities through the first three years are provided, ending with implementation in ten pilot school districts by 1973-74. Evaluation strategies and resources required are included.

Continuous Upgrading of Education - Objective: Reduce Dropouts. Columbia, SC: Department of Education. 1973. 18 p.

Every year the Five Year Plan to attain each of the eleven major objectives is recycled and updated to reflect the progress being made during the preceding year. As of February, 1974, five-year plans for eight major objectives were in the third year of operation. This and the next ten documents are updated plans for eleven major objectives, or goals. Each updated plan given below contains the major objective, yearly sub-objectives, activities and strategies, and resources required to complete the activities. Adjustments in second-year objectives are shown where needed and recommended objectives for fiscal year '74 through '76 or '77 are given where possible for all of the ten updated plans. This document is the updated plan for the first major objective, that of reducing dropouts by at least 50% by 1975.

Continuous Upgrading of Education — Objective: Reduce First Grade Failures. Columbia, SC: Department of Education. 1973. 11 p.

This report is the updated plan for the second major objective, that of reducing first grade failures from the present 15% to a maximum of 5% by 1975.

Continuous Upgrading of Education — Objective: Statewide Kindergarten System. Columbia, SC: Department of Education. 1973. 17 p.

This report is the updated plan to attain the third major objective of establishing a state-supported public kindergarten for all five-year old children by 1975.

Continuous Upgrading of Education — Objectives: Improve Instruction in Basic Skills. Columbia, SC: Department of Education. 1973. Approx. 75 p.

This is the updated plan to attain the fourth major objective to measurably improve basic verbal and quantitative skills of the in-school students by 1975.

Continuous Upgrading of Education — Objective: Occupational Training. Columbia, SC: Department of Education. 1973. Approx. 30 p.

This document is the updated plan to attain the fifth major objective of providing by 1975 an adequate occupational training program for 100% of the secondary school students who choose it.

Continuous Upgrading of Education — Objective: Increase Post-High School Enrollments. Columbia, SC: Department of Education. 1973. Approx. 20 p.

This is the updated plan to attain the sixth major objective of increasing the number of high school graduates entering post high school institutions to 70% of those graduating from high school in 1975.

Continuous Upgrading of Education — Objective: Comprehensive Program for the Handicapped. Columbia, SC: Department of Education. 1973. Approx. 40 p.

This is the updated plan to attain the seventh major objective of developing an adequate educational program for youth with physical, mental, or emotional handicaps by 1975.

Continuous Upgrading of Education — Objective: Double Adult Education Enrollment. Columbia, SC: Department of Education. 1973. Approx. 25 p.

This is the updated plan to attain the eighth major objective of increasing the total adult education enrollment in basic and high school programs from the present 40,000 to at least 80,000 by 1975.

Continuous Upgrading of Education — Objective: Adequate Qualified Professional Personnel. Columbia, SC: Department of Education. 1973. Approx. 12 p.

This is the updated plan to attain the ninth major objective of promoting programs to provide adequate and qualified professional and para-professional personnel to staff the state's educational system.

Continuous Upgrading of Education — Objective: Evaluation. Columbia, SC: Department of Education. 1973. Approx. 25 p.

This is the updated plan to attain the tenth major objective of developing and maintaining a system of continuous evaluation and upgrading of education.

Continuous Upgrading of Education — Objective: Defined Minimum Program. Columbia, SC: Department of Education. 1973. 11 p.

This is the updated plan to attain the eleventh major objective of insuring the implementation of at least a defined minimum educational program in each local school district by 1975.

Assessment and Evaluation

Final Report of Evaluation Data on the First Year of the Five-Year Plan for Meeting Eight Major Objectives for South Carolina Public Schools. Vol. 1, No. 6. Columbia, SC: Department of Education. July 1973. 10 p.

This report presents evaluation data for the first year assessment of progress in each area of eight of the eleven major objectives of South Carolina's educational planning program. Interpretation of the data gives indications of the situational status in each of the eight areas.

State Testing Programs

Initial Report of the Fall 1972 South Carolina Statewide Testing Program. Vol 1., No. 1. Columbia, SC: Department of Education. May 1973. 26 p.

This report summarizes some of the findings of the statewide testing program administered in October of 1972 to all fourth-and seventh-grade students in participating schools and to a sample of ninth-and twelfth-grade students on a school voluntary basis. Standardized tests were used to measure aptitude, English, mathematics, natural science, reading, and social studies, and a self-concept measure was pilot-tested in grades five, eight, and eleven. The testing program provides information to the state and local

districts which relates to the attainment of certain major objectives adopted by the State Board of Education in 1970.

SOUTH DAKOTA

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Legislation

South Dakota Teachers Professional Practices Act. Bulletin No. 2. Pierre, SD: Department of Public Instruction. 1971. 26 p.

This law, which contains the duties of the Professional Practices Commission in South Dakota, provides for the evaluation of teachers' competency.

A Public Involvement Plan for South Dakota School Districts. Pierre, SD: Department of Public Instruction. 1972. 10 p.

A joint resolution adopted by both heuses of the South Dakota Legislature in 1972 that recommends community involvement in educational affairs to determine the philosophy, goals, program objectives, and priorities for the public schools. The Resolution appears in a booklet published by the Department of Education that offers a public involvement plan which school districts can follow in carrying out the intent of the Resolution.

Assessment and Evaluation

The First Step is Awareness. (An Assessment of Educational Needs in the Affective Domain in South Dakota) Pierre, SD: Department of Public Instruction. No date. 43 p.

This booklet presents the concerns of the affective domain as they apply to children and youth and briefly summarizes the results of a Title III needs assessment in the affective domain conducted in 1970. Suggestions for writing and using performance objectives in the affective domain are given.

Preliminary Reconnaissance: (A Study of the Criticality of Identified Educational Needs) Pierre, SD: Department of Public Instruction. 1971. 15 p. ERIC ED 078 035.

This study discusses the broad educational needs identified by three Title III statewide needs assessments, and how they were developed and placed in priority order. These assessments comprise the beginning phases of a study of South Dakota's educational system, and the survey has pulled together the findings for submission to the citizens of the state.

Questionnaires (pupil, teacher, school administrator, citizen)

QUESTIONNAIRES to Determine Educational Needs as YOU See Them: Administrator, Teacher, Community Member, Student. Pierre, SD: Department of Public Instruction. No date. Four separate questionnaires about 20 pages each.

Questionnaires sent to school administrators, teachers, community members, and students for the purpose of determining educational needs. The questionnaires are similar except that additional questions are asked of teachers and administrators. Rating of the items by the respondent is included. There are two parts to the questionnaire: the first part is concerned with attitudes and other noncognitive areas; the second part is optional and is concerned with cognitive areas. The degree of existence and use of behavioral objectives in the cognitive areas make up part of the questions. A review of the findings is being prepared.

Educational Goals

Goals of the Division of Elementary and Secondary Education. Pierre, SD: Department of Education and Cultural Affairs. 1973. 3 p.

A set of six management and process goals for the Division of Elementary and Secondary Education. Adopted June 11, 1973 by the State Board.

MBO (management by objectives) and MIS (management information systems)

DPI Report: A Management Review. Pierre, SD: Department of Public Instruction. December 1971. 82 p.

A planning conference held by state education agency personnel and U.S.O.E. team members to identify the status of the agency's management as related to seven management functions (planning, project administration, evaluation, dissemination, financial management, personnel management, and management information systems). Recommendations were developed.

PPBS (program planning and budgeting system)

Planning for Department of Public Instruction. (Draft Copy) Pierre, SD: Department of Public Instruction. June 15, 1971. 49 pages and appendices.

This is a draft copy of a proposed planning program based on PPBS concepts for the Department of Public Instruction.

TENNESSEE

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Assessment and Evaluation

Design for Tennessee Assessment and Evaluation of Title III, E.S.E.A. Memphis, TN: Memphis State University. March 31, 1969. 111 p.

The design planned for Tennessee's Title III needs assessment which outlines the first three-year cycle for assessment activities.

Assessment of Educational Needs in the State. Memphis, TN: Department of Education. No date. 14 p.

Presents status and strategy of the Title III needs assessment which will be measuring pupil performance using performance objectives in keeping with state goals for education. Tentative goal statements and how they were developed are presented, as well as a preliminary list of objectives followed by a procedure for identifying learner objectives.

Educational Goals

Goals of Education. Memphis, TN: Department of Education. 1973. 6 p.

A list of ten pupil-oriented goals and general learner objectives adopted by the State Board of Education in 1973.

TEXAS

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Educational Goals

Goals for Public School Education in Texas. Austin, TX: Texas Education Agency. Brochure.

Goals for Public School Education in Texas were first adopted by the State Board of Education in October, 1970. The goals presented in this brochure are revisions of the 1970 goals and were adopted by the State Board in April, 1973. These are pupil-oriented and process-oriented goals.

Comprehensive Planning

The Evolution of Planning in the Texas Education Agency. Denver, CO: Texas Education Agency and the Project, "Improving State Leadership in Education." September 1971. 23 p.

Illustrates how comprehensive planning evolved in the Texas Education Agency, and what has been accomplished through various planning mechanisms; discusses future plans.

Fiscal Year 1972 Operational State Plan. Austin, TX: Texas Education Agency. 225 p.

The plan for fiscal year 1972 is a detailed report of the administration, program administration, and fiscal procedures of the State Department of Education. It contains the state education agency's program for an assessment of educational needs over an eight-year span as part of comprehensive educational planning by the agency. It involves identifying priority areas of concern, formulating questions to be answered for each priority area, assessing student needs, and defining learner objectives to be achieved with the resources available. These steps will lead to statewide strategies to alleviate the needs and the development of specific objectives and work plans for the Texas Education Agency.

Assessment and Evaluation

Assessment of Selected Educational Needs: A Local Perspective. Austin, TX: Texas Education Agency. April 1971. 39 p.

The Texas Education Agency has developed an Eight-Year Plan for meeting the Goals for Public School Education in Texas adopted in 1970 and later revised in 1973. This survey is one of a series of assessment studies being conducted as a part of the plan. It was designed to obtain information from the local school districts regarding staff perspectives of pupil needs, and to find out what data collection techniques they used to assess pupil needs.

1971 Texas Achievement Appraisal Study. A Needs Assessment Report. Austin, TX: Texas Education Agency. May 1972. 94 p. ERIC ED 074 390.

The Texas Achievement Appraisal Study focused on another area for the Texas Eight-Year Plan, — how prepared Texas high school seniors are to succeed in college. It also contains the seniors' evaluation and aspiration of school and work. Results are compared to a similar study performed in 1967 using the American College Test (ACT).

Sixth Grade Mathematics. A Needs Assessment Report. Austin, TX: Texas Education Agency. 1972. 119 p. ERIC ED 071 879.

The status of pupils in reading and mathematics was another area explored as part of the Eight-Year Plan developed by the Texas Education Agency. This report contains the procedures used and the results of a

sample testing of sixth-graders with criterion-referenced mathematics tests in the fall of 1971. Assessment information was obtained on a regional and state basis, but a major purpose of the activity was to provide classroom teachers with information on the performance of individual students. Explains the development of performance objectives used and gives selected representative examples of them along with the test item measuring each. Evaluation of the project and possible uses of the report are described.

Sixth Grade Reading. A Needs Assessment Report. Austin, TX: Texas Education Agency. 1972. 88 p. ERIC ED 076 964.

This report follows the same format as the preceding report but in the subject area of sixth-grade reading.

Educational Needs Assessment: A Statewide Design for Texas. Austin, TX: Texas Education Agency. September 1972. 34 p.

This document describes the procedures and plans of the 1972-73 educational needs assessment as part of the Eight-Year Plan of Texas. The background of the program, the list of adopted educational goals, and the framework for statewide educational planning are presented, followed by the procedure used for assessing pupil needs. With this assessment, a nine-year approach has been adopted by the Texas Education Agency in their long-range plans. Objectives and activities for FY 1973 are given, and also alternative methods for needs assessment and the state agency position statement on the needs assessment.

Career Education, An Initial Look. A Needs Assessment Report. Austin, TX: Texas Education Agency. 1973. 71 p.

This report documents the 1972-73 career education assessment activities, which are expected to provide a basis for the long-term development of a measurement and a diagnostic system for pupil achievement in career education. Career education is one of the top priorities selected by the Texas Education Agency for strong statewide emphasis in their long-range plans. Traces the history of the career education assessment plan and describes the pilot testing of two commercial measurement instruments selected from a nationwide survey. Questionnaires were used to get the opinion of principals, counselors, and students about the instruments. Learner outcome objectives were developed, and a list of 177 objectives are contained in an appendix sorted under nine categories.

Performance Objectives - lists of

Basic Learner Outcomes for Career Education. Austin, TX: Texas Education Agency. 1973. 25 p.

This publication is a short version of the process used to determine the 177 learner outcome objectives under nine categories of career education. The objectives are listed. Career education is one of the top three priority areas of concern selected by the Texas Education Agency.

Legislation

House Bill No. 169, 1973. Austin, TX: Texas State Legislature. 3 p.

This bill was enacted in 1973 and directs the Legislative Budget Board to establish a PPBS in all state agencies, including the Texas Education Agency.

House Concurrent Resolution No. 96, 1973. Austin, TX: Texas State Legislature. 3 p.

This is a House Resolution adopted in 1973 by both legislative branches that instructs the Legislative Budget Board to prepare the state's budget for the next session in a program budget format.

House Resolution No. 193, 1973. Austin, TX: Texas State Legislature. 5 p.

This adopted House Resolution of 1973 appointed a legislative subcommittee to study the new teacher education and certification standards based upon performance by January, 1975. The standards were adopted by the State Board of Education in June, 1972.

Senate Resolution No. 718, 1973. Austin, TX: Texas State Legislature. 1 p.

This Senate Resolution adopted by both houses in 1973 requests the Legislative Budget Board to study the concepts of "zero base budgeting", including the application of a cost-benefit ratio analysis.

Personnel Evaluation

Design for Student Teacher Centers. Austin, TX: Texas Education Agency. 1971. 5 p.

Presents the policies adopted by the State Board of Education for regulating student teacher centers in teacher preparation programs, a concept that will be incorporated with performance-based teacher education in Texas.

Texas Standards for Teacher Education and Certification. Austin, TX: Texas Education Agency. June 20, 1972. 39 p.

Presents the new standards for institutional programs for teacher education and certification which reflect the new direction toward a competency-based program of teacher education and certification in the state. The new program is to be based upon demonstrated competence and performance of professional activities identified with effective teaching. A five-year transition period begins September 1, 1972 for the development and implementation of the new program; any new programs approved after September 1, 1972 must be competency-based.

Texas Teacher Center Project. A Briefing for Tomorrow. 1971-1974. Austin, TX: Texas Education Agency. 18 p.

This brochure explains the Texas Teacher Center Project which was formed to make performance in the public school classroom the point of focus for all teacher education and to change the setting of teacher education to the educational cooperative, the Teacher Center. Eleven of these Centers have been developed in the state and a brief description is given of each. Briefly describes the Texas PBTE plan and its objectives.

University of Houston Professional Development Center. Houston, TX: Professional Development Center, University of Houston. 1974. 7 p.

Describes the University of Houston's Professional Development Center. The purpose of the center is to serve as a repository and dissemination center for materials growing out of competency-based programs throughout the nation, and to provide training programs built around various aspects of design and implementation of competency-based programs.

UTAH

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Comprehensive Planning

Designing Education for the Future. Salt Lake City: UT: State Board of Education. July 1970. 177 p.

Designing Education for the Future was an eight-state federal project of which the State of Utah was a member, and was concerned with the emerging roles of state education agencies in improving education. This report assesses Utah's attempt in planning for quality education and offers suggestions designed to help the State Board of Education, local school boards, the Legislature, and all citizens to create and maintain an efficient system. Recommendations include teacher competence based on performance; effective educational measurement, evaluation, research, development, and reporting systems as an integral part of the total educational program in Utah; and suggested educational goals from which the present adopted goals for Utah emerged in 1973.

Assessment and Evaluation

How Good Are Utah Public Schools? Salt Lake City, UT: State Board of Education. February 1971. 87 p.

This report is one of the first products of the evaluation system the Utah State Board of Education is developing, and summarizes the statewide evaluation effort conducted in the Spring of 1970. The purpose is to determine how well the students are attaining specified goals and objectives in the affective and cognitive domains.

Educational Goals

Goals and General Objectives of Education in Utah. Salt Lake City, UT: State Board of Education. August 1973. 28 p.

There are eight student outcome goals listed in this publication that are briefly described in narrative form. Also included are general objectives stated in broad, behavioral terms, and examples of the way two schools in Utah are achieving the educational objectives and goals in the document.

Personnel Evaluation

Burke, Caseel. ***Individualized, Competency-Based System of Teacher Education at Weber State College.*** Washington, D.C.: American Assn. of Colleges for Teacher Education. March 1972. 35 p.

This report details the performance-based teacher education system in operation at Weber State College in Ogden, Utah since September, 1970. Explains the development and structure of the system, describes the system in action, and provides a list of behavioral objectives to be attained by the student teacher.

Burke, Caseel. ***A New Approach to Teacher Education at Weber State College.*** Ogden, UT: Weber State College. August 1972. 3 p.

A condensed version of the performance-based teacher education program operating since 1970 at Weber State College in Utah.

Instructional Media and Recommended Proficiency Guidelines for Media Endorsement. Salt Lake City, UT: State Board of Education. (Revised) July 21, 1972. 27 p.

These are performance-based criteria required of all new personnel entering the instructional media field in Utah after September, 1968.

Legislation

House Bill No. 51, 1974. (Section 8) Salt Lake City, UT: Utah State Legislature. 1 p.

The School Finance Program bill enacted in 1974 by the State Legislature contains a section that directs the State Board of Education to assess the progress and degree of effectiveness of all programs funded under the act and report such assessment to the Legislature.

VERMONT

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Educational Goals

Vermont Design for Education. Montpelier, VT: Department of Education. 1971 (reprint). 25 p. ERIC ED 051 057.

This booklet contains the 17 concepts or goals approved as the operating philosophy of the Vermont State Board and the State Department of Education. They are oriented to pupil outcome goals and process goals and are meant to serve as guidelines for the local schools in improving education and establishing priorities. Some ways for implementing them are included.

Agency Policy Statement and Organization FY-1974. Montpelier, VT: Department of Education. July 17, 1972. 8 p.

This brochure contains a list of eight management goals for the Department of Education. Objectives are provided under each of the goals.

Vermont Design for Education. Denver, CO: Department of Education and the Project, "Improving State Leadership in Education". July 1971. 29 p.

This report details the background and development of the 17 goals of the Vermont Design for Education, the problems that arose during the process, strategies used to implement the Design, future directions, and a list of the 17 goals.

School Codes

Requirements and Minimum Standards for School Districts Providing Elementary Education. Montpelier, VT: Department of Education. December 1968. 4 p.

The new minimum standards presented in this paper required of the local elementary schools in Vermont evolved from the Vermont Design for Education. They require local school districts to make a local assessment of their elementary programs to determine to what degree the goals of the Vermont Design exist in the district's schools. Delineates processes to be followed for local assessment, establishment of local educational design committees, and preparation of local Designs for Education.

Personnel Evaluation

Regulations Governing the Certification of Educational Personnel. Montpelier, VT: Department of Education. July 1, 1971. 92 p.

One of the regulations governing the certification of educational personnel issued by the State Board of Education in 1971 allows certification through the approval of local inservice training programs if approved by the State Department of Education. Conditions to be considered by the Department before approval is granted to such a program are cited, among which is the provision for a job description, task

analysis, and performance criteria for all educational personnel. Evidence must be shown that local teachers, local school board members, professional administrative personnel in the school district, and community students and citizens have participated in the planning and development of the program. An annual review and evaluation of the program is required. Guidelines for teacher preparation are provided in the regulations since state approval is required of all teacher education programs for initial certification in Vermont.

VIRGINIA

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Assessment and Evaluation

Virginia Educational Needs Assessment Study. Volume I. Richmond, VA: University of Virginia and Department of Education. March 1971. 475 p.

The first volume of a Title III needs assessment study conducted in 1970 of grades 4, 7, and 11 in the cognitive domain, and grades 7 and 11 in the affective domain, using learner-oriented goals and behavioral objectives. Very detailed report on all aspects of the assessment—statistical procedures, development of objectives, validation of instruments, sampling procedures, variables.

Virginia Educational Needs Assessment Study. Volume II. Richmond, VA: University of Virginia and Department of Education. March 1971. 392 p.

Volume II of the Title III needs assessment study conducted in 1970 which contains a large number of learner-oriented objectives in several subject areas of the cognitive and affective domains, and copies of the affective instrument questionnaire for grades 4, 7, and 11.

Educational Goals

Standards of Quality for Public Schools in Virginia. Richmond, VA: Department of Education. August 7, 1971. 8 p.

The Constitution of Virginia provides that "standards of quality" (goals) for local school districts be determined "from time to time" by the State Board of Education, subject to revision by the General Assembly. The goals stated in this document are the initial standards adopted by the State Board of Education in August, 1971 and were established for personnel, instructional materials, program, system planning and management, with performance to be met or exceeded by June, 1974.

****Standards of Quality and Objectives for Public Schools in Virginia, 1972-74.*** Richmond, VA: Department of Education, 1972. 7 p.

These goals are the standards of quality as revised by the General Assembly for 1972-74. Contains personnel standards, program standards, instructional materials and/or educational television standards, performance objectives and planning and management objectives.

Standards of Quality for Public Schools in Virginia, 1974-1976. Richmond, VA: State Board of Education. July 20, 1973. Brochure.

The Standards of Quality, or goals, that appear in this document were adopted by the State Board of Education for the 1974-76 biennium. There are six learner outcome goals, five measurable objectives for the public school system, and ten process goals.

Legislation

House Bill No. 845, 1972. Richmond, VA: Virginia State Legislature. 5 p.

The goals which were adopted by the State Board of Education in August, 1971 were revised and enacted into law by the Virginia General Assembly for the 1972-74 biennium. This document is a copy of that law, which presents the revised standards of quality and also includes performance objectives for the state and school districts, and planning and management objectives for public schools and teachers.

Standards of Quality and Objectives for Public Schools in Virginia, 1974-76. Richmond, VA: Virginia State Legislature. 1974. Brochure.

The goals adopted by the State Board of Education in July, 1973 for the 1974-76 biennium were revised and enacted into law by the General Assembly in 1974 under Senate Bill No. 221 and House Joint Resolution No. 161. The Senate Bill lists the 9 "Standards of Quality" or goals enacted; the Joint Resolution lists 7 state performance objectives, 4 school division performance objectives, and planning and management objectives for individual school planning and management, and for classroom planning and management. The two laws and their contents have been published in the form of a brochure.

Cost Analysis; Cost Effectiveness

Task Force on Financing the Standards of Quality for Virginia Public Schools. Report to the Governor. Richmond, VA: Department of Education. December 1972. 15 p.

A cost analysis by a Task Force established by the Governor to determine the cost of implementing the Standards of Quality and Objectives during the 1972-74 biennium, local ability to pay the cost, and the distribution method for a 1973-74 supplemental appropriation to enable localities to meet the cost.

Second Report of the Task Force on Financing the Standards of Quality for Virginia Public Schools. Report to the Governor. Richmond, VA: Department of Education. July 1973. 15 p.

The second report of the Task Force further refines the concepts for long-term funding recommended in the first report for implementing the Standards of Quality and Objectives.

MBO (Management by Objectives)

Administration by Objectives: A Systematic Approach to Educational Planning in Virginia. Denver, CO: Department of Education and the Project, "Improving State Leadership in Education". August 1971. 24 p. ERIC ED 058 618.

A continuous process for evaluation and planning developed to raise the level of public education in Virginia that uses management by objectives procedures.

Manual for Implementing Standards of Quality and Objectives for Public Schools. Richmond, VA: Department of Education. September 1972. 139 p.

When the Virginia General Assembly enacted into law the Standards of Quality for the state's public schools, it directed the State Board to adopt rules and regulations for implementing the objectives that were also enacted for attaining the standards of quality, or goals. The manual contains suggestions and instructions to help the local school districts implement them using a management by objectives approach. Also involved are assessment and evaluation, a five-year school improvement plan, cost analysis, use of task forces, and evaluation of professional and certificated personnel using performance criteria and objectives.

Personnel Evaluation

Tentative Report, Evaluation of Personnel. Richmond, VA: Department of Education. August 1972. 152 p.

This report was prepared to assist school districts in implementing two provisions of the Standards of Quality and Objectives for Public Schools in Virginia enacted by the 1972 session of the General Assembly for the 1972-74 biennium. These were the evaluation of central office personnel and principals, and evaluation of teachers and other employees in the schools. Presents a review of the research about teacher effectiveness; a detailed explanation of evaluation by objectives; essential elements in evaluation

of teachers and other school employees; performance objective models with objectives stated in behavioral terms; and implementation of evaluation with a goals and behavioral objectives approach. Evaluation forms are included in the appendix.

*Sent to ERIC.

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Educational Goals

Rasp, Alfred Jr., ***Consensus Formation on Educational Outcomes Using a Modified Delphi Technique.*** Olympia, WA: Department of Public Instruction. 5 p.

This paper describes the modified Delphi technique used by the State Department of Public Instruction to obtain a consensus on educational goals, which was administered in one-month intervals beginning in March, 1971.

Results of three questionnaires used by Washington to identify desired outcomes for the public schools. Olympia, WA: Department of Public Instruction. March, April, and May 1971.

The three questionnaires were used to obtain desired educational outcomes or goals for the public schools of Washington for 1975 and beyond which were sent to a broad sampling of persons selected on the basis of sociogeographic criteria. The first questionnaire, sent in March, 1971, asked for suggested possible outcomes for the public schools. The second, sent in April, asked for a priority rating for 67 outcomes developed from the first questionnaire. The third, mailed in May of 1971, showed the average response to each of the 67 items as indicated by the priority ratings of the second questionnaire. The respondents were asked to consider revising their responses in light of this information.

Delphi Survey-Minority Opinion Report. Olympia, WA: Department of Public Instruction. July 10, 1971. 16 p.

The minority report contains the individual reasons of respondents to the third and final questionnaire for not moving to consensus on items given in the instrument used to determine goals.

Goals for the Washington Common Schools. Brochure. Olympia, WA: State Board of Education. 1972.

From the three-phase survey in 1971 to obtain the feelings of Washington's citizens about desired educational outcomes for the public schools, ten pupil outcome goals were developed and eight process goals. The goals were adopted by the State Board of Education in January, 1972, and are listed in this brochure, along with some explanation of how they were developed.

What Are Schools For? Goals for Washington Common Schools. Olympia, WA: Department of Public Instruction. Brochure.

A second brochure containing the ten pupil outcome and eight process goals for the Washington common schools approved by the State Board of Education in 1973 with no revisions.

Assessment and Evaluation

Munson, Robert C. ***Plan for Statewide Educational Assessment: Phase V.*** Olympia, WA: Department of Public Instruction (for Western Region Interstate 505 Conference). August 1972. 42 p.

Several statewide educational Title III assessments took place in Washington beginning in 1969. The plan for the 1972 assessment, a pilot test model, was developed following the adoption of state goals and was objectives-based using criterion-referenced instruments. The plan is described in this report and includes how objectives were selected, how measurement exercises were developed, sampling procedure used, administration of instruments, scoring, analysis of data, and reporting. Grade 4, mathematics assessed.

Legislation

Statute 28A.67.065. Olympia, WA: Washington State Legislature. September 1, 1969. 1 p.

Enacted in 1969, this law calls for evaluative criteria and procedures for all certificated employees, including an annual evaluation.

WEST VIRGINIA

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Assessment and Evaluation

Educational Needs Assessment Report. School Year 1970-71. Number Four. Charleston, WV: Department of Education. June 1972. 207 p.

From 1967 to 1972 West Virginia's statewide assessments were Title III and institutional in nature. This report is the fourth annual educational needs assessment report and is built mainly on institutional data and the identified needs are largely institutionally oriented. It contains 22 goal statements that are institutional goals along with measurable objectives. West Virginia now is in the process of developing goals for student learning, and, beginning in 1972, steps were taken that will lead to an assessment of student learning.

Performance Indicators, Variables, Correlates

The Relationships of Conditions Surrounding the Educational Process to Student Performance. Charleston, WV: Department of Education. December 1972. 36 p.

The primary purpose of this study was to determine relationships between selected surrounding condition variables and student performance. The model used consisted of four groups of variables: input, educational process, surrounding conditions, and output. Used in a pilot study, the model through computer techniques explored the relationships between student variables measured during the third grade, surrounding condition variables, and student performance in the sixth grade as measured by the State-County Testing Program. Computer-developed regression equations predicted output variables based on input and hard-to-change surrounding conditions variables.

Test Instruments - development of

Special Report on Criterion-Referenced Test Development. Mid-Atlantic Region Interstate Project, 1972-73. Charleston, WV: Department of Education. 38 p.

The West Virginia Department of Education published this report as a member of the Mid-Atlantic Region Interstate Planning Project, which devoted a meeting to a presentation of papers related to criterion-referenced testing. The report includes papers that ranged from a rationale for criterion-referenced testing to comparisons with standardized norm-referenced tests, to development of the tests, and recommendations related to criterion-referenced testing.

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Legislation

Chapter 125, Laws of 1971. Madison, WI: Wisconsin State Legislature. 1 p.

Mandates an educational assessment program to measure objectively the adequacy and efficiency of the educational programs offered by the public schools.

Chapter 215, 1971, S. 16.42. Madison, WI: Wisconsin State Legislature. 1 p.

Chapter 215 requires all state agencies to implement a PPBS-related management by objectives.

Assessment and Evaluation

An Assessment of Student Reading Literacy. Final Report. A Pilot Reading Literary Assessment of Madison Public School Students. March 1974. 117 p.

This is a comprehensive report of the results of the pilot Cloze reading literary assessment conducted during the 1971-72 school year at grades 4, 7, 10, and 12 in the Madison public schools. The Cloze procedure is a different procedure that is described in considerable depth, but which was not used for the statewide pilot assessment program in Wisconsin conducted in 1973. It is a criterion-referenced instrument with five steps: (1) a passage is selected from given materials (2) every fifth word in the passage is deleted and replaced by underlined blanks of equal length (3) the passage is then duplicated and given, without time limits, to students who have ***not*** read the material from which the passage was taken (4) students are instructed to write in each blank the word they think was deleted (5) responses are scored correct when they exactly match the words deleted (disregarding minor misspellings). Questions are answered that were raised by the school community and school staff in the Spring of 1972 concerning the data results of an interim report of the 4th and 7th grade data. A copy of the instrument appears in the Appendix.

Wisconsin State Assessment Program. (A flow chart) Madison, WI: Department of Public Instruction. 1972.

A flow chart describing the activities to take place in developing and implementing the Wisconsin State Assessment Program.

Wisconsin State Assessment Program. An Interim Progress Report. Madison, WI: Department of Public Instruction. August 1972. 67 p. (In three parts. Second part entitled ***Development of Learner Objectives and Performance Tests;*** third part, ***Learner Objectives for an Exemplary K-8 Mathematics Program.)***

An interim progress report of the Wisconsin State Assessment Program describing the activities leading to the adoption of state educational goals; progress related to identifying measurable learner objectives and developing criterion-referenced tests; fieldtesting of reading and mathematics tests; costs and funding; and examples of performance objectives and tests developed in the program thus far.

1973 Wisconsin Assessment Program. Madison, WI: Department of Public Instruction. December 1972. 104 p.

A detailed plan for the development and implementation of the 1972-73 state assessment program, which will test a sample of third-and seventh-graders in reading and mathematics in the Spring of 1973. The

tests will be criterion-referenced tests measuring behavioral objectives. Plans for sampling, instrument development, data collection, administration of tests, analysis, and dissemination are presented along with the estimated cost and a time schedule for each activity.

Wisconsin Assessment Program. Madison, WI: Department of Public Instruction. January 1973. 7 p.
A brochure that briefly describes various aspects of the statewide educational assessment to take place in the Spring of 1973 in response to legislation enacted in 1971.

****Wisconsin Learner Assessment: 1973 Pilot Year Summary Report.*** Madison, WI: Department of Public Instruction. February 1974. 33 p.
A summary report of the objectives-based pilot assessment in reading and mathematics conducted in May, 1973, a first step in the Wisconsin assessment program mandated by Chapter 125, Laws of 1971.

****Wisconsin Learner Assessment: 1973 Pilot Year Report.*** Madison, WI: Department of Public Instruction. February 1974. 193 p.
Contains the results of the first statewide educational learner pilot assessment in Wisconsin conducted for grades 3 and 7 in reading and mathematics. Explains development of objectives and instruments, sampling procedure, statistical analysis, administration of the assessment. Results are reported in percentages by state sample, by state, and by region. Objectives and items for reading and mathematics are provided in the tables. Primary purpose of the pilot study was to provide information for future assessment instruments, administration procedures, sampling procedures, and data analysis alternatives.

****Interpretive Report on the 1973 Wisconsin State Reading Assessment.*** Madison, WI: Department of Public Instruction. Spring 1974. 129 p.
This report interprets the pilot phase results of the reading assessment performed in May, 1973 in a sample of third-and seventh-graders in Wisconsin. Interpretation performed by a committee of teachers, curriculum specialists, and university personnel. Contains a critical examination of the pilot procedures as well as an item-by-item report of the results and interpretative statements about the results. Considers sampling procedures, implications, and suggestions for future assessment. The data analysis chapters reproduce all the actual items and objectives with evaluative comments on item validity, readibility, domains, and objectives.

****Interpretive Report on the 1973 Wisconsin State Mathematics Assessment.*** Madison, WI: Department of Public Instruction. Spring 1974. 67 p.
This report contains the mathematics committee's interpretation of the pilot phase results of the mathematics assessment performed in grades 3 and 7 in the Spring of 1973. Documents the stages of development for the initial phase of the assessment, lists item by item the results of the first testing, and presents interpretative statements about the results. Presents conclusions about test content, test construction, and teaching strategies.

Performance Objectives - lists of

Wisconsin Statewide Assessment — Mathematics. An Exemplary Mathematics Program Grades K Through 8 and A Hierarchy of Student Behavioral Objectives K-8. Madison, WI: Department of Public Instruction. 1972.
A list of performance objectives identified as representing reasonable attainment standards for pupils in K-8 by the Wisconsin Mathematics Assessment Advisory Committee. Some of these will be administered to a statewide sample of third-and seventh-graders in the Spring of 1973.

Test Instruments, copies of

Spring 1973 Wisconsin Assessment Program, 3A. Madison, WI: Department of Public Instruction. 54 p.
A copy of the criterion-referenced test instrument in reading and mathematics used in the Spring, 1973 assessment of third-grade pupils in Wisconsin's public schools (3A).

Spring 1973 Wisconsin Assessment Program, 3B. Madison, WI: Department of Public Instruction. 46 p.
A copy of the criterion-referenced test instrument in reading and mathematics used in the Spring, 1973 assessment of third-grade pupils in Wisconsin's public schools (3B).

Spring 1973 Wisconsin Assessment Program, 7A. Madison, WI: Department of Public Instruction. 44 p.
A copy of the criterion-referenced test instrument in reading and mathematics used in the Spring, 1973 assessment of seventh-grade pupils in Wisconsin's public schools (7A).

Spring 1973 Wisconsin Assessment Program, 7B. Madison, WI: Departmen of Public Instruction. 48 p.
A copy of the criterion-referenced test instrument in reading and mathematics used in the Spring, 1973 assessment of seventh-grade pupils in Wisconsin's public schools (7B).

Spring 1973 Wisconsin Assessment Program, 7C. Madison, WI: Department of Public Instruction. 48 p.
A copy of the criterion-referenced test instrument in reading and mathematics used in the Spring, 1973 assessment of seventh-grade pupils in Wisconsin's public schools (7C).

Educational Goals

Goals for Education. The Report of the State Superintendent's Advisory Task Force on Educational Goals for Wisconsin's Public Elementary and Secondary Schools. Madison, WI: Department of Public Instruction. December 1972. 68 p.
This report contains the eleven pupil outcome goals developed by the Advisory Task Force on Educational Goals in December, 1972, which were subsequently adopted by the Department of Public Instruction. The background of the Task Force and the procedures used to develop the goals are described in detail.

****Educational Goals.*** From the Final Report of the Advisory Task Force on Educational Goals for Public Elementary and Secondary Schools in Wisconsin. Madison, WI: Department of Public Instruction. December 1972. 25 p.
A shorter version of the above report on Wisconsin's Educational Goals.

Goals for Milwaukee School Youth. Milwaukee, WI: Milwaukee Public Schools. March 16, 1972. 4 p.
States problems that confront groups attempting to develop goals; summarizes six pupil outcome goals for the Milwaukee public schools with descriptor statements that elaborate them; outlines a plan for involving a wider public in the consideration of the goals; and provides a system for utilizing the goals in further planning.

Philosophy and Goals. Cedar Falls, WI: Cedar Falls Community Schools. 1972. 8 p.
Outlines the philosophy, goals, and objectives of the Cedar Falls Community Schools formulated by the teaching staff and administration during the 1970-71 year.

Report to the School Board. Kenosha, WI: Kenosha Unified School District No. 1. (Citizen's Advisory Committee on District Goals.) May 25, 1972. 75 p.
Contains 18 pupil outcome goals that represent the views of the Kenosha Citizens Advisory Committee on District Goals, each of which is described in detail. Provides history of the committee, its charge, and the procedures used by the Committee to obtain community opinion through public meetings, questionnaires, etc.

GOALS! PURPOSES! OBJECTIVES! What Should Our Students Be Learning? Fox Point-Bayside School District. Milwaukee, WI: June 1971. 20 p.
Pupil outcome goals and objectives adopted by the Fox Point-Bayside school district in June, 1971 following a two-year effort involving the community. Also included are institutional and process-oriented goals and objectives.

Personnel Evaluation

The Report of the Task Force on Teacher Education. The Wisconsin Improvement Program. Madison, WI: Department of Public Instruction. (Folder)
A Task Force on Teacher Education was appointed to develop potential future directions for teacher education in Wisconsin. Among its recommendations is a program that will allow a degreed individual in teacher education to receive permanent certification based upon performance.

SEAR Reports Published Under Sponsorship of Cooperative Accountability Project

Bibliographies

Hawthorne, Phyllis, ***Bibliography of the State Educational Accountability Repository.*** Report No. 1. Madison, WI: Department of Public Instruction. Revised and annotated August 1974. 201 p. ERIC ED 069 048 (1972). ERIC ED 005 413 and ED 082 307 (1973).

A bibliography of the reports in the State Educational Accountability Repository (SEAR) administered by Wisconsin as a member of the Cooperative Accountability Project. The current report was revised and annotated in 1974. Contains reports from state education agencies on all aspects of accountability. Earlier editions appeared in Fall, 1972 and April, 1973.

Hanson, Gordon. ***Accountability: A Bibliography.*** Report No. 6. Madison, WI: Department of Public Instruction. July 1973. 40 p.

A nationwide bibliography of assessment and accountability articles and reports.

Hanson, Gordon. ***Predictors of Achievement: A Bibliography.*** Report No. 7. Madison, WI: Department of Public Instruction. September 1973. 93 p.

A bibliography of the literature dealing with predictors of academic achievement arranged in three main categories: (1) research, statistical analysis, model design, and supplemental material (2) school characteristics, and (3) student characteristics.

Legislation

Hawthorne, Phyllis. ****Legislation by the States: Accountability and Assessment in Education.*** Report No. 2. Madison, WI: Department of Public Instruction. August 1974. 46 p. ERIC ED 069 050 (1972); ERIC ED 078 513 (April 1973); ERIC ED 078 513 (August 1973).

Legislation enacted by the various states on aspects of accountability, including assessment and evaluation, PPBS, MIS, evaluation of professional employees based upon performance, performance contracting, and school accreditation. Editions of this report appeared in 1972, April 1973, and August 1973.

Hawthorne, Phyllis and Archie A. Buchmiller. ***Characteristics of and Proposed Models for State Accountability Legislation.*** Report No. 5. Madison, WI: Department of Public Instruction. April 1973. 36 p. ERIC ED 078 514.

The first part of this report highlights what is required in the legislative acts of the various states by identifying their specific characteristics in a series of tables. Discussion of these characteristics, and comparisons and comments on omissions and trends are presented in the narrative. The second part consists of "model acts" that illustrate a format for four accountability and assessment laws.

Educational Goals

Zimmerman, Alan. ****Education in Focus: A Collection of State Goals for Elementary and Secondary Education.*** Report No. 3. Madison, WI: Department of Public Instruction. Winter 1972. 50 p. Out of print.

Contains goal statements that have been adopted or tentatively adopted by state education agencies across the country. They are classified under the three categories of learner outcome goals, process goals, and institutional goals.

Ribble, Susan K. ***State Goals for Elementary and Secondary Education.*** Report No. 4. Madison, WI: Department of Public Instruction. September 1973. 62 p. ERIC ED 083 747 (1973).

Goal statements adopted or tentatively adopted by the state education agencies listed by state. The first report was published in 1972.

PPBS (program planning and budgeting system)

Buchmiller, Archie A. ***Planning, Programming, Budgeting and Evaluating Systems for School Districts.*** Madison, WI: Department of Public Instruction. July 1974. 16 p.

Identifies some of the basic concepts and components of planning, programming, budgeting, and evaluating systems. Cites trends in legislation enacted for these systems and how the demand for improved budgeting and accounting systems is found to be of interest to federal, state, and local governments. The strengths of the new systems are described along with the caution that local districts must not expect them to be simple, quick, or cheap to implement.

*Sent to ERIC.

WYOMING

State Agency Representatives

Paul D. Sandifer, Assistant Superintendent
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Educational Goals

Educational Goals for Wyoming Public Elementary and Secondary Education. Cheyenne, WY: Department of Education. No date. Approx. 25 p.

A list of the major goals and objectives identified in Phase I of the Wyoming Educational Needs Assessment Study for the various instructional and instructional support areas of public elementary and secondary education. These are learner outcome goals except those in the areas of pupil personnel and media services, which are management and process goals. They are tentative goals that have not been accepted by the State Board of Education as of the date of this report.

Assessment and Evaluation; Performance Objectives - lists of

Wyoming Educational Needs Assessment Project: Volume I: Goals and Objectives. Laramie, WY: College of Education, University of Wyoming. July 1973. Approx. 325 p.

Outlines the Wyoming Educational Needs Assessment Program (WYENAP) initiated in 1971 by the Department of Education under contract to the University of Wyoming. Contains organization and purposes of several committees, the identification of goals and objectives and the procedures used, and the development of criterion-referenced test instruments. Assessment of high school seniors will be conducted in 1973-74 in reading, secondary English, science, and the affective domain. Assessment of pupils in grades K-6 in the psychomotor domain also will be conducted in the Fall of 1973. Development of the psychomotor instrument is described. All areas of assessment will be completed by 1978. Goals, sub-goals, and objectives are listed for affective education, art education, communication arts, exceptional children, foreign language, health and safety education, physical education, mathematics education, media services, music education, occupational education, psychomotor education, pupil personnel services, science education, and social studies. These are learner outcome goals and objectives except those for pupil personnel services and media services, which are management and process goals. Before the listing of goals for each subject area, a rationale is presented and the approach used to obtain the goals by the committee in charge. Questionnaires and bibliographies used by the committees are included.

Wyoming Educational Needs Assessment Project, Volume II: Perspectives. Laramie, WY: College of Education, University of Wyoming. July 1973. Approx. 165 p.

Volume II of the Wyoming Educational Needs Assessment Program (WYENAP) provides highlights and milestones with respect to the growth and development of public elementary and secondary education in Wyoming, and the demographic context in which it functions.

CANAL ZONE

Canal Zone Representative

Charles L. Latimer, Deputy Superintendent
Canal Zone Government
Balboa Heights, Canal Zone

Educational Goals

Manual of Policies, Regulations, and Procedures of the Division of Schools. Balboa Heights, Canal Zone: Department of Education. July 1, 1971. 186 p.

This manual contains a list of learner outcome goals for Canal Zone students in the cognitive, affective, and psychomotor domains.

PUERTO RICO

Puerto Rico Representatives

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Accountability Systems: Models

Progress Report: Tentative Draft of Accountability Model for Mathematics Achievement. (Interstate Project). Hato Rey, Puerto Rico: Department of Education. May 1972. 13 p.

As part of a Regional Interstate Project, a tentative draft of an accountability model for Mathematics was developed for Puerto Rico that was to be accomplished in 3 or 4 years. Tables show the objectives, steps, activities, accomplishments, and findings of the project. An evaluation plan for testing the model is included and steps for a training program involving a cross-section of the staff on accountability are planned.

TRUST TERRITORY OF THE PACIFIC ISLANDS

Representatives

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Office of the High Commissioner
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Dr. Leonard H. Kaufer, Coordinator
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State Testing Programs

Educational Testing Seminar Report. Saipan, Marianna Islands: Office of the High Commissioner. April 22, 1971. 10 p.

This report represents the efforts of several Micronesian educators and outside consultants and educators in a seminar who reviewed the basic elements of educational test construction, administration, and interpretation; reviewed both the educational tests and educational testing program of the Trust Territory; and recommended meaningful changes, goals, and objectives in the program. Eleven long range goals were recommended that are institutional or management-oriented goals.

VIRGIN ISLANDS

Representatives

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Comprehensive Planning

Progress Report: Virgin Islands. Mid-Atlantic Interstate Project (Baltimore, Maryland) September 11-12, 1972. Virgin Islands: Department of Education. 11 p.

This is a progress report of the Virgin Islands Department of Education's comprehensive planning program as part of the Mid-Atlantic Interstate Project in 1972. Includes plans for management by objectives, needs assessment, student assessment, and the development of an accountability system.

Assessment and Evaluation; Educational Goals

Assessment of Learner Needs in the U.S. Virgin Islands. Phase I Report, 1972-73. St. Thomas, Virgin Islands: Department of Education. 206 p.

The three phases of the Virgin Islands Needs Assessment Program is explained in Phase I of the Program: establishment of learner goal priorities; identification of learner needs by measuring performance objectives established for the goals; and establishment of related educational programs. This volume is a detailed account of Phase I, the establishment of learner goals. Development, validation, and adoption of the goal-ranking instrument are explained, as well as the statistical treatment used in ranking the goals. Sampling and data collection procedures and the results are expressed for the many groups of persons who were sampled. The goal-ranking instrument and a list of the 14 learner outcome goals that resulted from the study are presented.

Assessment and Evaluation; Performance Objectives - lists of

Assessment of Learner Needs in the U.S. Virgin Islands. Phase II Report, 1972-73. St. Thomas, Virgin Islands: Department of Education. 335 p.

Phase II of the Needs Assessment Program summarizes the Phase I results and again lists the 14 learner outcome goals. The rest of the volume gives the results of assessing the degree to which students in the second and fifth grades were attaining the two top priority learner goals: gaining skills in speaking, listening, reading, writing, and arithmetic, and understanding the way of life of other peoples in the Caribbean. Second-and fifth-grade teachers and principals developed performance objectives in workshops for reading and mathematics and test items were revised to be criterion-referenced items. An inventory was used to assess the degree of understanding of other Carribbean peoples, the data from which will be used to develop performance objectives for that goal in the 1973-74 school year. Tables contain percentage and number of correct responses along with conclusions. The appendix contains lists

of performance objectives in reading and mathematics for the second and fifth grades and copies of the second-and fifth-grade Caribbean inventories.

AMERICAN SAMOA

Agency Representative

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Department of Education
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Assessment and Evaluation

Summary Report, A Study of Unmet Educational Needs in American Samoa, 1971-1973. Government of American Samoa: Department of Education. June 1973. 62 p.

Summary of the first phase of a series of Title III needs assessments completed in 1972-73, which identified ten critical learner needs and the target populations most associated with each need. A standardized testing program measured pupils in grades 3 through 12 in the areas of English, arithmetic, science, and social studies. A special achievement testing program measured pupils in grades 2 through 12 with newly constructed tests with alternate language forms to determine whether pupils had greater mastery of concepts and facts in English or in the Samoan language. These tests were for science, social studies, and Samoan culture. Standardized arithmetic tests also were translated into Samoan and administered to a broad sampling of Samoan pupils. Physical performance testing program administered to grades 6 through 12. A summary of the most critical learner needs is provided.

A Study of Unmet Educational Needs in American Samoa, 1971-1973. Section I: Introductory Overview. Section II: Basic Design and Project Staff. Government of American Samoa: Department of Education. 1973. 31 p.

The first two sections of a seven-part report of American Samoa's Title III needs assessment completed in 1972-73. The first section shows how the main parts of the project fit together chronologically. The second section gives the details of the basic design, how it was reached, and a description of the project staff.

A Study of Unmet Educational Needs in American Samoa, 1971-1973. Section III: The Community-Opinion Survey. Government of American Samoa: Department of Education. 1973. 176 p.

Gives the results of a survey conducted in 1972 to find out what different groups in American Samoa thought about the schools through the use of personal interviews and a printed questionnaire. Included are goals of the survey; methods for choosing segments of the community to be surveyed; survey instruments and procedures; and interpretation of the results. A summary of the unmet educational needs and conclusions is given.

A Study of Unmet Educational Needs in American Samoa, 1971-1973. Section IV: Classroom Problems Study. Government of American Samoa: Department of Education. 1973. 68 p.

Presents the results of a survey conducted in 1972 of 35 schools and early childhood centers to find out what unmet educational needs might be reflected in classroom problems that teachers meet during a typical week in school.

A Study of Unmet Educational Needs in American Samoa, 1971-1973. Section V-A: Testing Students' Mental Skills. Government of American Samoa: Department of Education. 1973. 86 p.

Describes the two types of tests used to measure pupils' academic skills, and gives the results of the testing conducted in 1972-73. Standardized tests measured pupils in grades 3 through 12 in English, arithmetic, science, and social studies. Special achievement tests measured pupils in grades 2 through 12 in science, social studies, and Samoan culture. The special achievement tests were made up into two parallel forms, each form containing the same items, but half of each form was in Samoan and half in

English. The purpose was to determine whether pupils could answer more questions in one language than in the other at the different grade levels from grades 2 through 12. Construction of these tests is explained. Administration of tests, scoring, and results of the tests are described. Supplementary material includes a structure of objectives for building tests on Samoan culture and a sample of a practice test.

A Study of Unmet Educational Needs in American Samoa, 1971-1973. Section V-B: Testing Students' Physical Skills. Government of American Samoa: Department of Education. 1973. 62 p.

Presents results of testing more than 1,100 students between the ages of eleven and nineteen in three public and one private high school and six elementary schools in nine physical events for girls and thirteen events for boys. Critical unmet needs are given and supplementary sections include descriptions of the physical tests.

A Study of Unmet Educational Needs in American Samoa, 1971-1973. Section VI: The Teacher-Parent Conferencing Study. Section VII: The Ten Most Critical Unmet Needs. Government of American Samoa: Department of Education. 1973. 93 p.

Describes and gives results of the teacher-parent conferencing program, the purpose of which was to obtain parents' judgments as well as teachers' judgments of unmet needs, conducted in April and May of 1973. Explains the procedure used to obtain the judgments. Presents an overview of the ten most significant unmet needs identified by the foregoing six studies in order of priority. Following the description of each need is the source of evidence for that need.

A Study of Unmet Educational Needs in American Samoa. Measuring Samoan Language Silent Reading Skills. Report No. 8. Government of American Samoa: Department of Education. 1974. 28 p.

A community opinion survey in 1972-1973 expressed the need for the study of Samoan language and culture. The Needs Assessment staff planned to gather information about the pupils' current language skill by developing evaluation instruments to measure abilities in four aspects of Samoan language: silent reading, oral reading, writing, and understanding oral language. The results of assessing silent reading skills in 1973 are described in this report under seven headings: backgrounds of language instruction and assessment; constructing reading tests; the sample of students; administering the tests; setting standards of attainment; test results; and unmet Samoan language needs.

Test Instruments - copies of

Social Studies Test. Government of American Samoa: Department of Education. Form E-S and Form S-E. 13 p.

Copies of the social studies achievement tests in English and Samoan languages that were used in the 1971-73 needs assessment in American Samoa.

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Library
Bowie, MD 20715

ERIC Processing & Reference Facility
Lesco Systems and Research Corp.
4833 Rugby Avenue
Bethesda, MD 20014

Loyola College
Library
4501 North Charles Street
Baltimore, MD 21210

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Maryland State Department of Education
301 West Preston Street
Baltimore, MD 21201

Montgomery County Public Schools
Division of Data Processing Services
550 Stonestreet Ave., Lincoln Center
Rockville, MD 20850

Salisbury State College
Blackwell Library
Salisbury, MD 21801

Towson State College
Albert S. Cook Library, Serials Dept.
Baltimore, MD 21204

University of Maryland
McKeldin Library
Serials Department
College Park, MD 20742

University of Maryland
College of Education
College Park, MD 20742

Western Maryland College
Library
Westminster, MD 21157

MASSACHUSETTS

Boston College
Library
Chestnut Hill, MA 02167

Boston University
School of Education
765 Commonwealth Ave.
Boston, MA 02215

Career Education
Document Information System
57 River Road
Andover, MA 01810

Education Development Center
55 Chapel Street
Newton, MA 02160

Fitchburg State College
Library
Fitchburg, MA 01420

Framingham State College
Henry Whittemore Library
Framingham, MA 01701

Harvard University
Graduate School of Education
Library - Longfellow Hall, Appian Way
Cambridge, MA 02138

Lowell State College
Library
Rolfe Street
Lowell, MA 01854

Massachusetts Board of Education
Northeast Regional Education Center
555 Chickering Road
North Andover, MA 01845

Massachusetts Board of Education
Pittsfield Regional Education Center
188 South Street
Pittsfield, MA 01202

Massachusetts Board of Education
Southeast Regional Education Center
Buzzards Bay, MA 02532

Massachusetts Board of Education
Springfield Regional Education Center
Springfield, MA 01104

Massachusetts Department of Education
Educational Reference Center
182 Tremont Street, 11th Floor
Boston, MA 02111

Merrimack Educational Center
101 Mill Road
Chelmsford, MA 01824

Springfield College
Library
Alden Street
Springfield, MA 01109

State College at Bridgewater
Maxwell Library
Bridgewater, MA 02740

Tufts University
Wessell Library
Medford, MA 02155

U. S. Office of Education (DHEW)
Region I
John Fitzgerald Kennedy Federal Building
Boston, MA 02203

University of Massachusetts
School of Education - Library
Amherst, MA 01002

MICHIGAN

Andrews University
James White Library
College Station
Berrin Springs, MI 49104

Central Michigan University
Library - Documents Section
Mount Pleasant, MI 48858

Eastern Michigan University
Library
Ypsilanti, MI 48197

ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
School of Education, Room 2108
Ann Arbor, MI 48104

Genesee Community College
Charles Stewart Mott Library
1401 E. Court Street
Flint, MI 48503

Michigan Dept. of Education
Library
735 E. Michigan Avenue
Lansing, MI 48933

Michigan State University
Library - Serials Department
East Lansing, MI 48823

Northern Michigan University
Marquette, MI 49855

Oakland Schools
Resource Center
2100 Pontiac Lake Road
Pontiac, MI 48054

Oakland University
Kresge Library
Rochester, MI 48063

University of Michigan
Dearborn Campus Library
4901 Evergreen Road
Dearborn, MI 48128

University of Michigan
General Library
Ann Arbor, MI 48104

Wayne State University
General Library, Education Division
Detroit, MI 48202

Western Michigan University
Dwight B. Waldo Library
Kalamazoo, MI 49001

MINNESOTA

Bemidji State College
Bemidji, MN 56601

College of St. Thomas
O'Shaughnessy Library
Summit and Cleveland
St. Paul, MN 55101

Mankato State College
Memorial Library
Maywood & Ellis St.
Mankato, MN 56001

Moorhead State College
Library - Serials Department
Moorhead, MN 56560

St. Cloud State College
Library
St. Cloud, MN 56301

University of Minnesota
Library - Serials Records Division
Minneapolis, MN 55455

Winona State College
Maxwell Library
Winona, MN 55987

MISSISSIPPI

Delta State College
Library
Cleveland, MS 38732

Mississippi State College for Women
J. C. Fant Library
Columbus, MS 39701

Mississippi State University
Mitchell Memorial Library
State College, MS 39762

University of Southern Mississippi
Library
Hattiesburg, MS 39401

MISSOURI

Central Missouri State College
Ward Edwards Library
Warrensburg, MO 64093

Mid-Continent Regional Educ. Lab.
Resource Center
104 E. Independence Avenue
Kansas City, MO 64106

Missouri Southern College
Library
Newman & Duquesne Roads
Joplin, MO 64801

Missouri State Department of Education
Jefferson City, MO 65101

Northeast Missouri State College
Pickler Memorial Library
Kirksville, MO 63501

Southeast Missouri State College
Kent Library
Cape Girardeau, MO 63701

Southwest Missouri State College
College Library
Springfield, MO 65802

U. S. Office of Education (DHEW)
Region VII
601 East 12th Street
Kansas City, MO 64106

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University of Missouri
Library - Documents Section
St. Louis Campus
8001 Natural Bridge Road
St. Louis, MO 63121

University of Missouri
University Library
Columbia, MO 65201

Washington University
Libraries
Audio-Visual Department
St. Louis, MO 63130

MONTANA

Eastern Montana College
Library
Billings, MT 59101

Montana State University
Library
Bozeman, MT 59715

Northern Montana College
Library
Havre, MT 59501

NEBRASKA

Chadron State College
Reta King Library
Chadron, NB 69227

Kearney State College
Library - Serials
Kearney, NB 68847

University of Nebraska
Library
Lincoln, NB 68508

University of Nebraska at Omaha
Gene Eppley Library
Omaha, NB 68101

NEVADA

University of Nevada
Library
Reno, NV 89507

University of Nevada, Las Vegas
Library - Serials
Las Vegas, NV 89109

NEW HAMPSHIRE

Plymouth State College of the University of New Hampshire
Lamson Library
Plymouth, NH 03264

University of New Hampshire
Library
Durham, NH 03824

NEW JERSEY

ERIC Clearinghouse on Tests, Measurements, and Evaluation
Educational Testing Service
Princeton, NJ 08540

Glassboro State College
SEIMC
Savitz Library
Glassboro, NJ 08028

Jersey City State College
Forrest A. Irwin Library
2039 Kennedy Boulevard
Jersey City, NJ 07305

Monmouth County Library
Eastern Branch
Area Reference Center
Route No. 35
Shrewsbury, NJ 07701

Montclair State College
Harry A. Sprague Library
Upper Montclair, NJ 07042

Newark State College
Library
Morris Ave.
Union, NJ 07083

New Jersey Residential Manpower Center
Occupational Resource Ctr., Bldg. 871
Camp Kilmer, Edison, NJ 08817

Phillipsburg Free Public Library
Phillipsburg, NJ 08865

Rider College
Library
2083 Lawrenceville Road
Trenton, NJ 08602

Rutgers University
Library - Government Documents
New Brunswick, NJ 08901

Trenton State College
Roscoe L. West Library
Pennington Road
Trenton, NJ 08625

NEW MEXICO

ERIC Clearinghouse on Rural Education and Small Schools
New Mexico State University
University Park Branch
Las Cruces, NM 88001

New Mexico Highlands University
Donnelly Library
Las Vegas, NM 87701

Southwestern Cooperative Educ. Lab. Inc.
1404 San Mateo Blvd. S.E.
Albuquerque, NM 87108

University of New Mexico
Zimmerman Library
Serials Department
Albuquerque, NM 87106

Western New Mexico University
Silver City, NM 88061

NEW YORK

Adelphi University
Library
Garden City, NY 11530

Bank Street College of Education
Library
610 West 112th Street
New York, NY 10025

Baruch College
Library - Serials Division
156 E. 25th Street
New York, NY 10010

Board of Cooperative Educational Services
6th South Street
Belmont, NY 14813

Board of Cooperative Educational Services
Curriculum Research Center
Pinesbridge Road
Yorktown Heights, NY 10598

Board of Cooperative Educational Services
Service Center
455 Cayuga Road
Cheektowaga, NY 14225

Center for Urban Education
Library
105 Madison Avenue
New York, NY 10016

Che-Mad-Her-On Inc.
200 East Garden St.
Rome, NY 13440

City of New York
Regional Educational Planning Office
Oswego County BOCES
Mexico, NY 13114

City School District
910 Erie Blvd., East
Syracuse, NY 13210

City University of New York
Brooklyn College Library
Serials Section
Brooklyn, NY 11210

City University of New York
City College Library
Serials Division
Convent Avenue at W. 135th Street
New York, NY 10031

City University of New York
Graduate Studies Division Library
33 W. 42nd Street
New York, NY 10036

College of New Rochelle
Library
New Rochelle, NY 10801

Columbia University
Teachers College Library
525 W. 120th Street
New York, NY 10027

Cornell University
Albert R. Mann Library
Ithaca, NY 14850

ERIC Clearinghouse on Adult Education
Syracuse University
107 Roney Lane
Syracuse, NY 13210

ERIC Clearinghouse on the Disadvantaged
Columbia University, Teachers College
525 West 120th Street
New York, NY 10027

ERIC Clearinghouse on Languages & Linguistics
Modern Language Assoc.
62 Fifth Avenue
New York, NY 10011

Essex, Hamilton, Warren & Wash. County Areas
Educational Center
Mineville, NY 12956

Fordham University
Library
Bronx, NY 10458

Hofstra University
Library
Hempstead, NY 11550

Hunter College
Library
695 Park Avenue
New York, NY 10021

James Monroe High School
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Bronx, NY 10472

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Library
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Bronx, NY 10468

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Greenvale, NY 11548

Nassau Board of Cooperative Educational Services
Educational Resource Center
Research Library
1196 Prospect Avenue
Westbury, NY 11590

New York Public Library
8 E. 40th St.
New York, NY 10016

New York State Library
Albany, NY 12224

New York University
Education Library
4 Washington Place
New York, NY 10003

Queens College
Paul Klapper Library
Flushing, NY 11367

Richmond College
Library - Educational Resources Center
130 Stuyvesant Place
Staten Island, NY 10301

Suffolk County Board of Cooperative Ed. Services
Suffolk County Regional Center
20 Church Street
Patchogue, NY 11772

SUNY College at Buffalo
E. H. Butler Library
1300 Elmwood Avenue
Buffalo, NY 14222

SUNY College at Cortland
Teaching Materials Center
Educ. Bldg. D-206
Cortland, NY 13045

SUNY College at Fredonia
Library
Fredonia, NY 14063

SUNY College at Geneseo
Milne Library
Geneseo, NY 14454

SUNY College at New Paltz
Library
New Paltz, NY 12561

SUNY College at Oswego
Penfield Library
Oswego, NY 13126

SUNY College at Plattsburgh
College of Arts and Science
Plattsburgh, NY 12901

SUNY College at Potsdam
Frederic W. Crumb Memorial Library
Potsdam, NY 13676

SUNY at Albany
University Library - Documents Section
1400 Washington Avenue
Albany, NY 12203

SUNY at Buffalo
Lockwood Library
Buffalo, NY 14214

SUNY at Stony Brook
Library
Stony Brook, NY 11790

Syracuse University
Library
Reference Department, Micromedia Division
Carnegie Bldg., Room 210
Syracuse, NY 13210

U.S. Dependent Schools
European Area
Prof. Library
APO New York, NY 09164

U. S. Office of Education/DHEW
Region II
Federal Building C-Room 1013
26 Federal Plaza
New York, NY 10007

University of Rochester
Library
Rochester, NY 14627

Wagner College
Horrman Library
Staten Island, NY 10301

NORTH CAROLINA

Appalachian State University
Library
Boone, NC 28607

Charlotte-Mecklenburg Schools
Curriculum Resources Center
Charlotte, NC 28201

East Carolina University
Library
Greenville, NC 27834

N. C. State Dept. of Public Instruction
Research and Information Center
Education Building, Room 252
Raleigh, NC 27603

North Carolina State University
D. H. Hill Library
Raleigh, NC 27607

Regional Education Lab. of the Carolinas and Virginia
411 W. Chapel Hill St.
Durham, NC 27701

University of North Carolina
Library - Serials Section
Chapel Hill, NC 27514

University of North Carolina at Charlotte
UNCC Station
Charlotte, NC 28213

University of North Carolina at Greensboro
Walter Clinton Jackson Library
Greensboro, NC 27412

Western Carolina University
Hunter Library
Cullowhee, NC 28723

NORTH DAKOTA

University of North Dakota
Chester Fritz Library
ERIC Center
Grand Forks, ND 58201

OHIO

Bowling Green State University
Library - Serials Department
Bowling Green, OH 43403

Central State University
Wilberforce, OH 45384

Cleveland State University
Library-Serials
Euclid Ave. at E. 24th St.
Cleveland, OH 44115

ERIC Clearinghouse for Science, Mathematics, and Environmental Education
Ohio State University
1460 West Lane Ave.
Columbus, OH 20036

ERIC Clearinghouse on Vocational and Technical Education
Ohio State University
1900 Kenny Road
Columbus, OH 43210

Kent State University
Library - Serials Dept.
Kent, OH 44242

Miami University
Alumni Library
Oxford, OH 45056

Ohio Education Association
Professional Development Division
225 East Broad Street
Columbus, OH 43215

Ohio State Dept. of Educ.
781 Northwest Blvd.
Columbus, OH 43212

Ohio State University
Library - Serials Division
1858 Neil Avenue
Columbus, OH 43210

Ohio University
Library - Serials Department
Athens, OH 45701

University of Akron
University Library
Akron, OH 44304

University of Cincinnati
Main Campus Library
Serials Division
Cincinnati, OH 45221

University of Toledo
Library
Toledo, OH 43606

Wright State University
Library
Colonel Glenn Highway
Dayton, OH 45431

Youngstown State University
Library
410 Wick Avenue
Youngstown, OH 44503

OKLAHOMA

Central State University
Library - ERIC Office
Edmond, OK 73034

East Central State College
Ada, OK 74820

Northeastern State College
Tahlequah, OK 74464

Oklahoma State University
Library - Serials Section
Stillwater, OK 74074

Oklahoma State Regents for Higher Ed.
State Capitol Station
Oklahoma City, OK 73105

Southwestern State College
Library
Weatherford, OK 73096

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Norman, OK 73069

University of Tulsa
McFarlin Library
Tulsa, OK 74104

OREGON

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4389 Satter Drive N.E.
Salem, OR 97303

ERIC Clearinghouse on Educational Management
University of Oregon
Library - South Wing
Eugene, OR 97403

Northwest Regional Educational Lab.
400 Lindsay Bldg.
Portland, OR 97204

Oregon State Library
State Library Building
Salem, OR 97310

Oregon State University
William Jasper Kerr Library
Corvallis, OR 97331

Portland State College
Library
Portland, OR 97297

Southern Oregon College
Library
1250 Siskiyou Boulevard
Ashland, OR

PENNSYLVANIA

Bloomsburg State College
College Library Dept.
Bloomsburg, PA 17815

Bucks County Community College
Library - Swamp Road
Newtown, PA 18940

California State College
California, PA 15419

East Stroudsburg State College
Kemp Library
East Stroudsburg, PA 18301

Edinboro State College
Hamilton Library
Edinboro, PA 16412

Indiana University of Pennsylvania
Library
Indiana, PA 15701

Kutztown State College
Kutztown, PA 19530

Mansfield State College
Library
Mansfield, PA 16933

Millersville State College
Ganser Library
Dept. of Educational Media, Vein
Millersville, PA 17551

Pennsylvania State Library
Bureau of Technical Services (DOC)
Education Building, Room 48
Harrisburg, PA 17126

Pennsylvania State University
Pattee Library
University Park, PA 16802

Pennsylvania State University
Library
The Capitol Campus
Middletown, PA 17057

Regional Resources Center of Eastern Pennsylvania for Special Education
443 S. Gulph Rd.
King of Prussia, PA 19406

Research and Information Services for Educ. (RISE)
198 Allendale Road
King of Prussia, PA 19406

Research for Better Schools, Inc.
Library
1700 Market Street
Philadelphia, PA 19103

Saint Joseph's College
Library
City Avenue at 54th Street
Philadelphia, PA 19131

School District of Philadelphia
Pedagogical Library
21st Street South of the Parkway
Philadelphia, PA 19103

Shippensburg State College
Library
Shippensburg, PA 17257

Slippery Rock State College
Maltby Library
Slippery Rock, PA 16057

Temple University
Library, Serials Section
Philadelphia, PA 19122

U. S. Office of the Education/DHEW
Region III
401 N. Broad St.
Philadelphia, PA 19108

University of Pittsburgh
Hillman Library
Central Serials, Continuations
Pittsburgh, PA 15213

West Chester State College
Francis Harvey Green Library
West Chester, PA 19380

Wilkes College
Eugene Shedden Farley Library
Franklin at South Street
Wilkes-Barre, PA 18703

PUERTO RICO

Catholic University of Puerto Rico
Encarnacion Valdes Library
Ponce, PR 00731

Puerto Rico Dept. of Education
Research Coordinating Units
Tres Monjitas
Hato Rey, 00918

University of Puerto Rico
Biblioteca General
Rio Piedras, PR 00931

RHODE ISLAND

Rhode Island College
James P. Adams Library
600 Mt. Pleasant Avenue
Providence, RI 02908

University of Rhode Island
Library
Kingston, RI 02881

SOUTH CAROLINA

Charleston County School District
Division of Instruction
3 Chisolm St.
Charleston, SC 29401

Clemson University
Library
Clemson, SC 29631

Darlington County School District
Information & Publication Center
255 Blue Street
Darlington, SC 29532

South Carolina State Library
1500 Senate Drive
Columbia, SC 29201

Winthrop College
Da Cus Library
Rockhill, SC 29730

SOUTH DAKOTA

South Dakota State Library Commission
322 South Fort Street
Pierre, SD 57501

University of South Dakota
I.D. Weeks Library
Vermillion, SD 57069

University of South Dakota at Springfield
Springfield, SD 57062

TENNESSEE

East Tennessee State University
Library
Johnson City, TN 37601

Joint University Libraries
Nashville, TN 37203

Memphis State University
John Brister Library
Memphis, TN 38111

Middle Tennessee State University
Library
Murfreesboro, TN 37130

Tennessee Technological University
Uere Whitson Memorial Library
Cookeville, TN 38501

University of Tennessee
Research Coordinating Unit
909 Mountcastle Street
Knoxville, TN 37916

University of Tennessee at Nashville
Library
323 McLemore Avenue
Nashville, TN 37203

TEXAS

Baylor University
1919 South 1st Street
Waco, TX 76706

East Texas State University
Library
Commerce, TX 75428

East Texas State University
Texarkana Community College
Palmer Memorial Library
Texarkana, TX 75501

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Curriculum Library
Odessa, TX 79760

Education Service Center
Region IX
2000 Harrison Street
Wichita Falls, TX 76309

Education Service Center
Region X
Richardson, TX 75080

Education Service Center
Region XVII
713 Citizens Tower
Lubbock, TX 79401

Education Service Center
Region XIX
6501-C Trowbridge
El Paso, TX 79905

North Texas State University
Library
Denton, TX 76203

Our Lady of the Lake College
Library
San Antonio, TX 78285

Pan American Library
Edinburg, TX 78539

Sam Houston State University
Library
Huntsville, TX 77340

Southwest Educational Development Lab.
800 Brazos Street
Austin, TX 78701

Southwest Texas State University
Library
San Marcos, TX 78666

Stephen F. Austin State University
Library
Nacogdoches, TX 75961

Texas A & I University at Kingsville
Library
Kingsville, TX 78363

Texas A & I University at Laredo
Library
Laredo, TX 78040

Texas A & M University
Library - Serials Records
College Station, TX 77843

Texas Information Service
Educational Service Center
Region XIII
6504 Tracor Lane
Austin, TX 78700

Texas Technological University
Library
Lubbock, TX 70409

Texas Woman's University
Library
Denton, TX 76201

U. S. Office of Education/DHEW
Region VI
1114 Commerce Street
Dallas, TX 75202

University of Houston
Library
Cullen Blvd.
Houston, TX 77004

University of Texas
Library
Austin, TX 78712

University of Texas at Dallas
Library
Dallas, TX 75230

University of Texas at San Antonio
4242 Piedras East
San Antonio, TX 78228

West Texas State University
Library
Canyon, TX 79015

UTAH

Brigham Young University
Library
Provo, UT 84601

University of Utah
Library
Salt Lake City, UT 84112

Utah State Board of Education
Tech. Assistance Ref. Center
1400 University Club Bldg.
136 East South Temple St.
Salt Lake City, UT 84111

Utah State University
Merrill Library
Logan, UT 84321

VIRGINIA

Arlington County Public Schools
Professional Library
1426 N. Quincy St.
Arlington, VA 22207

College of William and Mary
Earl Gregg Swen Library
Williamsburg, VA 23185

ERIC Clearinghouse on Exceptional Children (CEC)
1411 South Jefferson Davis Highway
Suite 900
Arlington, VA 22202

George Mason College of the University of Virginia
Library
Fairfax, VA

James Lee Media Center
Professional Library
2855 Annandale Road
Falls Church, VA 22042

Madison College
Madison Memorial Library
Harrisonburg, VA 22802

T. C. Williams High School
Library
3330 King Street
Alexandria, VA 22313

University of Virginia
Alderman Library
Charlottesville, VA 22901

Virginia Commonwealth University
James Branch Cabell Library
901 Park Avenue
Richmond, VA 23220

Virginia Polytechnic Institute
Library
Blacksburg, VA 24061

Virginia Polytech. Inst. & State Univ.
VPISU Extension Division
12100 Sunset Hills Road
Reston, VA 22070

Virginia State Board of Education
1312 E. Grace St.
Room 224
Richmond, VA 23216

Virginia State College
Johnston Memorial Library
Petersburg, VA 23803

WASHINGTON

Bellevue School District No 405
310 102nd Avenue, N.E.
Bellevue, WA 98004

Central Washington State College
Victor J. Bowlon Library
Ellensburg, WA 98926

Eastern Washington State College
Library
Cheney, WA 99004

Intermediate School District No. 103
1600 No. Chase, Suite L
P. O. Box 2367
Pasco, WA 99302

Superintendent of Public Instruction
Old Capitol Building
Olympia, WA 98501

U. S. Office of Education/DHEW
Region X
Arcade Plaza Building
1319 Second Ave.
Seattle, WA 98101

University of Washington
Library
Seattle, WA 98105

Washington State University
Library
Pullman, WA 99163

Western Washington State College
Wilson Library
Bellingham, WA 98225

WEST VIRGINIA

Appalachia Educational Lab., Inc.
Research & Evaluation Division
Charleston, WV 25325

Glenville State College
Robert F. Kidd Library
Glenville, WV 26351

Marshall University
Huntington, WV 25701

State Department of Education
Capitol Building
Charleston, WV 25305

West Virginia University
Library
Morgantown, WV 26506

WISCONSIN

University of Wisconsin - Stout
Robert L. Pierce Library
Menomonie, WI 54751

University of Wisconsin
Instructional Materials Center
1000 Bascom Mall, 154 Education Bldg.
Madison, WI 53706

University of Wisconsin - Milwaukee
Library
2500 E. Kenwood Blvd.
Milwaukee, WI 53211

University of Wisconsin-Parkside
Library
Wood Road
Kenosha, WI 53140

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Library, Serials
725 West Main Street
Platteville, WI 53818

University of Wisconsin-Oshkosh
Forrest R. Polk Library
Oshkosh, WI 54901

University of Wisconsin-River Falls
Chalmer Davie Library
River Falls, WI 54022

University of Wisconsin-Eau Claire
William D. McIntyre Library
Eau Claire, WI 54701

University of Wisconsin-La Crosse
Murphy Library
1631 Pine St.
La Crosse, WI 54601

Wisconsin State University-Whitewater
Library
Whitewater, WI 53190

Waukesha County Technical Institute
800 Main Street
Pewaukee, WI 53072

Wisconsin Board of Vocational Technical & Adult Education
137 E. Wilson Street
Madison, WI 53703

Wisconsin Dept. of Public Instruction
Professional Library
3030 Darbo Drive
Madison, WI 53714

WYOMING

Wyoming State Department of Education
Capitol Building
Cheyenne, WY 82001

FOREIGN

Bernard Van Leer Foundation
Koninginnegracht 52
The Hague
The Netherlands

Board of Education-Toronto
Education Centre
Library
155 College Street
Toronto 28, Ontario
Canada

Borough of North York
F. W. Minkler Library
Educ. Administration Centre
5050 Yonge Street
Willowdale, Ontario, Canada

Calgary School Board
Library Service Centre
3610 9th Street, S.E.
Calgary 24, Alberta, Canada

Department of Youth and Educ. Library
1181 Portage Avenue, Room 206
Winnipeg 10, Manitoba
Canada

Kinokuniya Book Store Co., Ltd.
826 Tsunohazu 1-chome
Shinjuku-ku Tokyo
160-91 Japan

Macquarie University
Library
North Ryde
New South Wales 2113
Australia

Memorial University of Newfoundland
Education Library
St. John's, Nfld., Canada

Ministere de l'Education
Centre de Documentation
Serv. des Moyens Techniques d'Ens.
255 Est. Boul. Cremazie
Montreal 354, P.Q. Canada

Monash University
Library
Clayton, Vic., 3168
Australia

National Lending Library for Science & Technology
Boston Spa, Yorkshire
England

National Library
395 Wellington Street
Ottawa, Ont. K1A ON4, Canada

National Library of Australia
Canberra, A.C.T. 2600
Australia

Nova Scotia Teachers College
Library
Truro, Nova Scotia, Canada

Ontario Inst. for Studies in Educ.
Library
252 Bloor Street, West
Toronto, Ont., Canada

Padagogisches Zentrum
Bibliothek
1 Berlin 31
Berliner Str. 40/41
Germany

Queen's University
Library
Faculty of Education
Duncan McArthur Hall
Kingston, Ontario, Canada

Servicio Nacional (ARMO)
Seccion de Informacion
Tecnica y Documentacion
Calz. Atzcapotzalco la Villa 209
Mexico 16, D. F.

Sir George Williams University
Library
Montreal 25, Quebec
Canada

State Library of Pedagogics and Child Psychology
22 Frederiksberg Alle, DK 1820
Copenhagen V.
Denmark

Statens Psykologisk Pedagogiska
Bibliotek
Stockholm 23
Sweden

UNESCO
International Bureau of Education
Palais Wilson
1211 Geneve 14
Switzerland

Universite Laval
Bibliotheque Generale
Quebec 10, Que., Canada

Universite de Moncton
Bibliotheque Champlain
Moncton, N. B.
Canada

Universite de Quebec
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